DOCUMENT RESUME

ED 129 016 EC 091 222

TITLE Dyslexia. A Selective Bibliography. Exceptional Child Bibliography Series No. 652.
INSTITUTION Council for Exceptional Children, Reston, Va. Information Services and Publications.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 76
NOTE 23p.; For related document, see ED 104 063
AVAILABLE FROM CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 ($4.00)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Abstracts; *Annotated Bibliographies; *Dyslexia; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; Learning Disabilities

ABSTRACT

The annotated bibliography on Dyslexia contains approximately 95 abstracts and associated indexing information for documents or journal articles published from 1966 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (JM)

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DYSLEXIA

A Selective Bibliography

CEC Information Services and Publications
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Reston, Virginia 22091

Exceptional Child Bibliography Series No. 652

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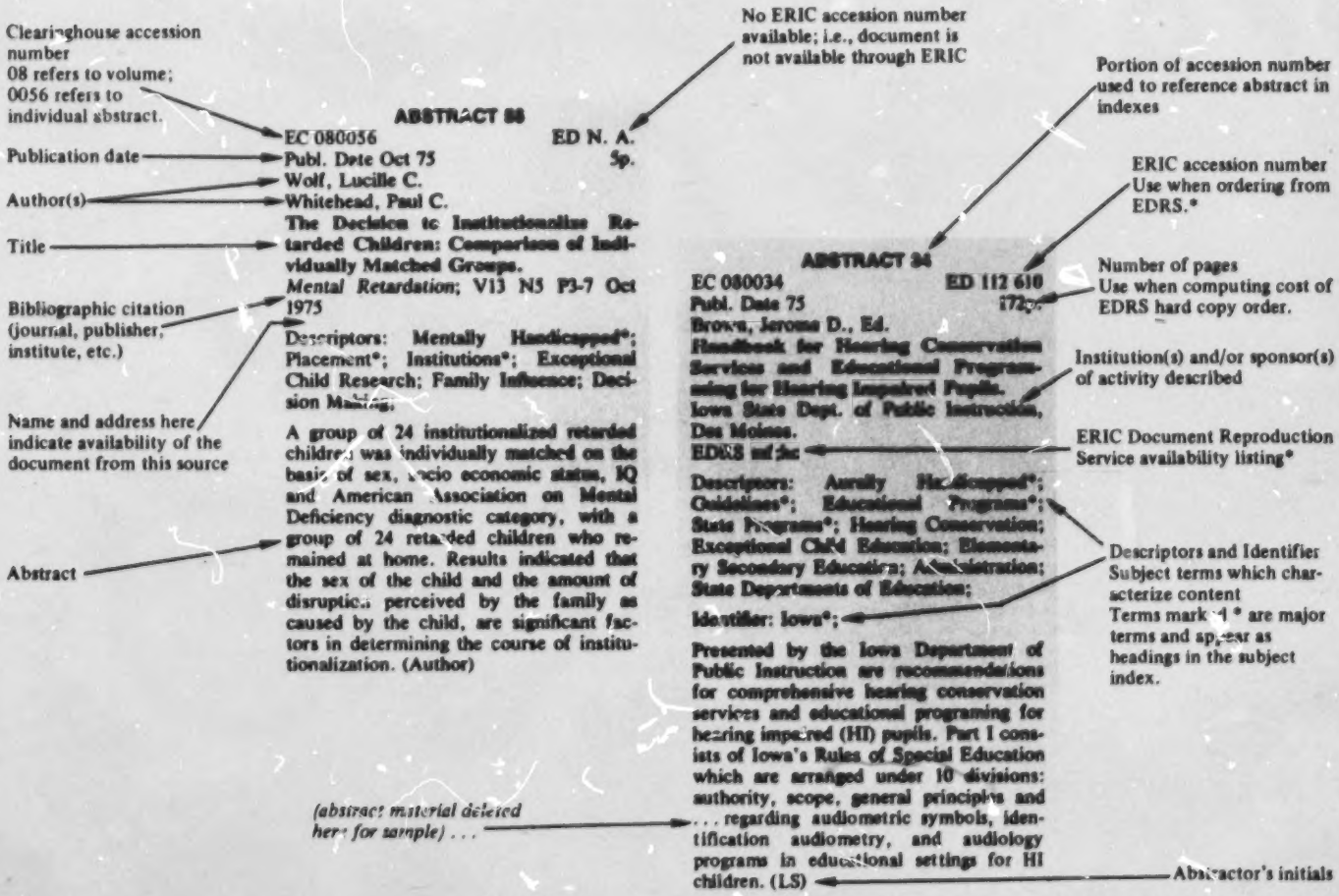

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is *representative* of journals currently received.

*Academic Therapy, 1539 Fourth Street, San Rafael, California 94901

ACTA Symbolica, University of Akron, Akron, Ohio 44304

Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577

*American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016

American Education, 400 Maryland Avenue SW, Washington DC 20202

American Educational Research Journal, 1126 16th Street NW, Washington DC 20036

American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015

American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011

**American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610

*American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210

American Journal of Nursing, 10 Columbus Circle, New York, New York 10019

**American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852

*American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019

Archives of Otalaryngology, 535 North Dearborn Street, Chicago, Illinois 60610.

Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036

ASHA, 9030 Old Georgetown Road, Washington DC 20014

Audecibel, 24261 Grand River Avenue, Detroit, Michigan 48219

Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91403

Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036

Australian Children Limited, Box 91, Brighton 5048, South Australia

*Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia

AVISO, Newark State College, Union, New Jersey 07083

**Behavior Therapy, 111 Fifth Avenue, New York, New York 10003

Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036

Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401

British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland

British Journal of Mental Subnormality, Monyhull Hospital, Birmingham B30 3QB, England

British Journal of Physical Education, Ling House, 10 Nottingham Place, London WIM 4 AX, England

Bulletin of the Orton Society, 8415 Bellona Lane, Suite 204, Towson, Maryland 20402

Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402

*Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702

CSMR Bulletin, 345 Campus Towers, Edmonton, Alberta, Canada

Canada's Mental Health, Information Canada, Ottawa K1A 0S9, Canada

CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401

Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025

Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637

**Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025

Child Welfare, 67 Irving Place, New York, New York 10003

Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016

Children Today, US Government Printing Office, Washington DC 20402

Children's House, Box 111, Caldwell, New Jersey 07006

Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631

Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203

Day Care & Early Education, 2852 Broadway, New York, New York 10025

Deaf American, 5125 Radnor Road, Indianapolis, Indiana 46226

Deficience Mentale/Mental Retardation, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3, Canada

Developmental Medicine and Child Neurology, Spastic International Medical Publications, 20-22 Mortimer Street, London W1N 7RD, England

Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333

DSH Abstracts, Gallaudet College, Washington, DC 20002

Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England

*Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091

Education Digest, PO Box 623, 416 Longshore Drive, Ann Arbor, Michigan 48107

*Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107

Educational & Psychological Measurement, Box 6907, College Station, Durham, North Carolina 27708

Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820

Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401

Educational Leadership, 1201 16th Street NW, Washington DC 20036

Educational Researcher, 1126 16th Street NW, Washington DC 20036

Educational Technology, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632

Elementary School Journal, 5801 Ellis Avenue, Chicago, Illinois 60637

English Journal, 1111 Kenyon Road, Urbana, Illinois 61801

*Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Exceptional Parent, 264 Beacon Street, Boston, Massachusetts 02116

Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada

Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222

*Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236

Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138

Hearing, 105 Gower Street, London WCIE 6AH, England

*Hearing & Speech Action, 814 Thayer Avenue, Silver Spring, Maryland 20910

Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010

Human Behavior, PO Box 2810, Boulder, Colorado 80302

Humanist, 923 Kensington Ave., Buffalo, New York 14215

Illinois Schools Journal, 6800 South Stewart Avenue, Chicago, Illinois 60621

Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306

Instructor, PO Box 6099, Duluth, Minnesota 55806

Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016

International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland

International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland

International Rehabilitation Review, 219 East 44th Street, New York, New York 10017

Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

Journal for Special Educators of the Mentally Retarded, 171, Center Conway, New Hampshire 03813

*Journal of Abnormal Child Psychology, **Plenum Publishing Corp., 227 W. 17th Street, New York New York 10011

Journal of Abnormal Psychology, 1200 17th Street NW, Washington DC 20036

*Journal of Applied Behavior Analysis, Uni-**versity of Kansas, Lawrence, Kansas 66044

Journal of Applied Rehabilitation Counseling, 1522 K Street NW. Washington DC 20005

Journal of Association for Study of Perception, PO Box 744, De Kalb, Illinois 60115

*Journal of Autism & Childhood Schizophre-**nia, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011

Journal of Child Psychology & Psychiatry, Pergamon Press, Elmsford, New York 10523

Journal of Clinical Child Psychology, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105

Journal of Communication Disorders, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014

Journal of Community Health, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014

Journal of Consulting & Clinical Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Creative Behavior, 1300 Elmwood Avenue, Buffalo, New York 14222

Journal of Developmental Disabilities, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182

Journal of Education, Department of Education, Halifax, Nova Scotia

Journal of Educational Psychology, 1200 17th Street NW, Washington DC 20036

Journal of Educational Research, Box 1605, Madison, Wisconsin 53701

Journal of General Education, 215 Wagner Building, University Park, Pennsylvania 16802

*Journal of Learning Disabilities, 5 North **Wabash Avenue, Chicago, Illinois 60602

Journal of Marriage & the Family, 1219 University Avenue SE, Minneapolis, Minnesota 55414

*Journal of Mental Deficiency Research, 86 Newman Street, London WIP 4 AR, England

Journal of Music Therapy, Box 610, Lawrence, Kansas 66044

Journal of Negro Education, Howard University, Washington DC 20001

Journal of Nervous & Mental Disease, 428 East Preston Street, Baltimore, Maryland 21201

*Journal of Pediatrics, 11830 Westline Industrial Drive, St. Louis, Missouri 63141

Journal of Personality Assessment, 1070 East Angeleno Avenue, Burbank, California 91501

Journal of Reading, 6 Tyre Avenue, Newark, Delaware 19711

Journal of Rehabilitation, 1522 K Street NW, Washington DC 20005

Journal of Rehabilitation of the Deaf, 814 Thayer Avenue, Silver Spring, Maryland 20910

Journal of School Health, American School Health Association, Kent, Ohio 44240

Journal of School Psychology, 51 Riverside Avenue, Westport, Connecticut 06880

*Journal of Special Education, Grune and **Stratton, 111 Fifth Avenue, New York, New York 10003

*Journal of Speech & Hearing Disorders, 9030 Old Georgetown Road, Washington, DC 20014

*Journal of Speech & Hearing Research, **9030 Old Georgetown Road, Washington DC 20014

Journal of Teacher Education, One Dupont Circle, Washington DC 20036

*Language Speech & Hearing Services in Schools, 9030 Old Georgetown Road, Washington DC 20014

Lantern, Perkins School for the Blind, Watertown, Massachusetts 02172

Learning, 530 University Avenue, Palo Alto, California 94301

Mathematics Teacher, 1906 Association Drive, Reston, Virginia 22091

*Mental Retardation, 5201 Connecticut Ave-**nue NW, Washington DC 20015

Merrill Palmer Quarterly, 71 East Ferry Avenue, Detroit, Michigan 48202

Momentum, 350, One Dupont Circle, Washington DC 20036

Music Educators Journal, 1902 Association Drive, Reston, Virginia 22091

NASSP Bulletin, 1904 Association Drive, Reston, Virginia 22091

National Elementary Principal, 1801 North Moore Street, Arlington, Virginia 22209

The New Beacon, 224 Great Portland Street, London WIN/AA, England

*New Outlook for the Blind, 15 West 16th Street, New York, New York 10011

Notre Dame Journal of Education, PO Box 686, Notre Dame, Indiana 46556

Nursing Outlook, 10 Columbus Circle, New York, New York 10019

Optometric Weekly, 5 North Wabash Avenue, Chicago, Illinois 60602

Parents Voice, Journal of the National Society of Mentally Handicapped Children, Pembridge Square, London W2 4EP, England

Peabody Journal of Education, George Peabody College for Teachers, Nashville, Tennessee 37203

*Pediatrics, PO Box 1034 Evanston, Illinois **60204

Personnel & Guidance Journal, 1607 New Hampshire Avenue NW, Washington DC 20009

Phi Delta Kappan, 8th & Union Streets, Bloomington, Indiana 47401

Physical Therapy, 1156 15th Street NW, Washington DC 22005

Pointer, PO Box 131, University Station, Syracuse, New York 13210

Psychology in the Schools, 4 Conant Square, Brandon, Vermont 05733

Psychology Today, PO Box 2990, Boulder, Colorado 80302

Quarterly Journal of Speech, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Reading Research Quarterly, 6 Tyre Avenue, Newark, Delaware 19711

Reading Teacher, 6 Tyre Avenue, Newark, Delaware 19711

Rehabilitation Digest, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada

Rehabilitation Gazette, 4502 Maryland Avenue, St. Louis, Missouri 63108

*Rehabilitation Literature, 2023 West Ogden **Avenue, Chicago, Illinois 60612

Rehabilitation Teacher, 88 St. Stephen Street, Boston, Massachusetts 02115

Remedial Education, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia

Review of Educational Research, 1126 16th Street NW, Washington, DC 20036

Scandinavian Journal of Rehabilitation Medicine, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden

Schizophrenia Bulletin, 5600 Fishers Lane, Rockville, Maryland 20852

School Media Quarterly, 1201-1205 Bluff Street, Fulton, Missouri 65251

*Sight Saving Review, 79 Madison Avenue, New York, New York 10016

Sign Language Studies, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901

*Slow Learning Child, St. Lucia, Brisbane 4067, Australia

**Social Work, 49 Sheridan Avenue, Albany, New York 12210

Southern Journal of Educational Research, Box 107, Southern Station, Hattiesburg, Mississippi 39401

Special Children, American Association of Special Educators, 107-20 125th Street, New York, New York 11419

*Special Education: Forward Trends, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England

Special Education in Canada, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada

Speech Monographs, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001

Teacher, 22 West Putnam Avenue, Greenwich, Connecticut 06830

Teacher of the Blind, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England

Teacher of the Deaf, 50 Topsham Road Exeter EX2 4NF, England

Teachers College Record, 525 West 120th Street, New York, New York 10027

**TEACHING Exceptional Children, 1920 Association Drive, Reston, Virginia 22091

*Volta Review, 3417 Volta Place NW, Wash-**ington, DC 20007

Young Children, 1384 Connecticut Avenue NW, Washington, DC 20009

ABSTRACTS

ABSTRACT 669

EC 002 652 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
The Disabled Reader; Education of the Dyslexic Child.
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; morphophonemics; kinesthetic methods; spelling; behavior theoriesg experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

ABSTRACT 954

EC 001 369 ED N.A.
Publ. Date 67 13p.
Bannatyne, Alex
The Etiology of Dyslexia and the Color Phonics System.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 67-79.

Descriptors: exceptional child education; reading; learning disabilities; dyslexia; etiology; conference reports; taxonomy; communication (thought transfer); neurological defects; memory; lateral dominance; emotional problems; parent child relationship; heredity; genetics; testing; neurological organization

Dyslexia is classified by cause and type: primary emotional (communicative causes), minimal neurological dysfunction, genetic dyslexia, and social, cultural, or educational deprivation. The first three species of dyslexia are further divided into subspecies, with most attention paid to genetic dyslexia, its background, the problem of dominance, and lateralization. Neurological plasticity and memory are discussed; research evidence is reviewed from four studies. The color phonics system is mentioned. (JD)

ABSTRACT 957

EC 001 372 ED N.A.
Publ. Date 67 19p.
McLeod, John
Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children; Some Experimental Studies.
Queensland University, Australia, Remedial Education Centre
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 186-205.

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistics; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of 23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Wepman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

ABSTRACT 373

EC 004 143 ED N.A.
Publ. Date Spr 69 11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
EDRS not available
Academic Therapy Quarterly; V4 N3 P177-87 Spr 1969

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics

A survey of 60 juvenile delinquents clearly indicated that most (80%) were reading below grade level. Dyslexia may have been a contributing factor in their delinquency. The article discusses the causes and symptoms of dyslexia followed by procedures. When a child is referred to the Sonoma County (California) Probation Department, a report is obtained from the school, and a medical history is obtained. If the case warrants further investigation, a recently developed screening test is administered; if problems are noted, parents are advised that learning difficulty is suspected, and further examination is recommended. A significantly large number of children who may have learning disabilities are being found in preliminary screening of children referred for delinquent tendencies. Four of 23 subjects reading below level were diagnosed as dyslexic while 19 had symptoms in common. At the present time, the schools do not have adequate funds to provide these children with needed educational services, although such school services would cost less than later rehabilitation in institutions after more delinquent behavior. (LE)

ABSTRACT 390

EC 004 664 ED N.A.
Publ. Date Oct 69 2p.
Connolly, Christopher
The Psychosocial Adjustment of Children with Dyslexia.
EDRS not available
Exceptional Children; V36 N2 P125-7 Oct 1969

Descriptors: exceptional child research; dyslexia; adjustment (to environment); learning disabilities; emotional adjustment; behavior patterns

Twenty dyslexic children and 20 nondyslexic children were administered three projective tests. Analysis of the data produced no discernible pathological behavior syndrome associated with the dyslexics. Personality traits that were found to be associated with dyslexic subjects were impulsiveness in tense situations, unwillingness to accept blame or responsibility for their actions, and immaturity. (RJ)

ABSTRACT 471

EC 003 684 ED N.A.
Publ. Date 69 151p.
Spache, George D., Ed.
Reading Disability and Perception, Volume 13, Part 3.
International Reading Association, Newark, Delaware
EDRS not available
International Reading Association, 6 Tyre Avenue, Newark, New Jersey 19711.

Proceedings Of The Annual Convention Of The International Reading Association (13th, Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; reading difficulty; clinical diagnosis; visual perception; perceptual motor coordination; perceptual motor learning; remedial reading programs; remedial instruction; research reviews (publications); reading failure; reading difficulty; lateral dominance; neurologically handicapped; psychoeducational processes

Included are three papers on interpretations of dyslexia, six papers on the identification of dyslexics, two discussions of the role of visual perception, three approaches to the treatment of dyslexia, three methods of improving perception, and a satirical forecast of diagnosis and remediation of dyslexia in 1980. (AB)

ABSTRACT 694

EC 004 650 ED N.A.
Publ. Date Oct 69 6p.
Jones, Joyce
Dyslexia: Identification and Remediation in a Public School Setting.
EDRS not available
Journal Of Learning Disabilities; V2 N10 P533-8 Oct 1969

Descriptors: exceptional child research; dyslexia; remedial programs; individualized instruction; reading improvement; nonprofessional personnel; testing; reading achievement; learning disabilities

A Title III grant made possible a 3-year experimental program to determine if children with the specific reading disability, dyslexia, could be remediated by the use of a structural-linguistic procedure taught through a multisensory approach. This remedial procedure was taught on a one-to-one basis of instruction through the use of para-educational personnel under close supervision in a regular public school setting. During the years of the program 78 students attended the full day Perceptual Development Center Program and 545 students participated in an hour-a-day reading program. Test-retest data revealed that students receiving this specialized training improved in reading skills and retained this gain or further improved after dismissal from the program. (Author)

ABSTRACT 1190

EC 005 049 ED 028 019
Publ. Date Apr 68 12p.
Edwards, Thomas J.
Lexie-Dyslexie Diagnostic Instruction.
EDRS mf,hc
Paper Presented At International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child education; curriculum evaluation; curriculum planning; diagnostic teaching; dyslexia; elementary school students; individual instruction; reading ability; reading instruction; teaching methods; learning

Dyslexia is too often a general category for an assortment of reading disabilities. Reading ability might be considered as a continuum ranging from lexia to dyslexia with no implication regarding the cause of the disability. Instead of labeling the child with a reading problem a failure, present teaching techniques should be evaluated on the basis of their effectiveness in individual situations. The initial stages of learning to read comprise a highly complex perceptual learning function that varies from child to child, and current reading tests frequently do not measure these differences. Until better tests are developed, it is the teacher's responsibility to diagnose individual differences in learning styles. A suggested model for classroom diagnosis provides all students with a rich language experience program that allows early identification of quick perceptual learners. The slower learners could then be given special attention through the use of various individualized approaches to the teaching of reading. (BS)

ABSTRACT 1206

EC 005 168 ED 025 377
Publ. Date Apr 68 41p.
Gold, Lawrence
The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.
EDRS mf,hc
Paper Presented At International Reading Association Conference, Boston, Massachusetts, Apr 24-27, 1968.

Descriptors: exceptional child education; dyslexia; elementary education; evaluation methods; federal programs; reading diagnosis; reading difficulty; regional cooperation; remedial reading; remedial reading clinics; learning disabilities; Gilmore Oral Reading Tests; Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60% of all pupils enrolled in the clinic have repeated at least one school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

ABSTRACT 1222

EC 002 174 ED 011 493
Publ. Date 19 Nov 66 22p.
Botel, Morton
Methods and Systems for Teaching Dyslexic Pupils.
EDRS mf,hc

Descriptors: exceptional child research; tests; reading; learning disabilities; teaching methods; reading difficulty; reading tests; reading level; reading research; reading achievement; developmental reading; instructional programs; retarded readers; elementary grades; school orientation; special services; dyslexia; Botel Reading Inventory

The reading and spelling performances of pupils attending a program in reading were studied to discover which reading methods or combinations of methods were superior for dyslexics in clinical and classroom situations and which methods were appropriate for dyslexic and normal pupils with minor reading disabilities. The subjects were 722 pupils in grades 2 through 6 in the Pennridge School in Bucks County, Pennsylvania. Semirural, White, middle-class children, with an average intelligence of 106 as measured by a group test in kindergarten or first grade attend the school. Special small-group instruction is provided for the lowest 10 percent of the pupils in the summer. An opportunity class is conducted for slow learners Tests administered were the Botel Reading Inventory and the reading and spelling tests of the Science Research Associates Battery. Data were analyzed by reading levels, grade equivalent scores, and expected and achieved median scores. The average range was six to seven levels of pupil performance at each grade level. By fifth grade, there were no pupils reading as low as beginning second-reader level. By sixth grade, none were reading as low as beginning third-reader level. The author suggests that dyslexia can be anticipated and minimized within a good developmental reading program. A description of the instructional program, references, and tables are provided. (BK)

ABSTRACT 1300

EC 005 076 ED 028 911
Publ. Date Mar 69 12p.
Lerner, Janet W.
Dyslexia or Reading Disability: A Thorne By Any Name.
EDRS mf,hc
Paper Presented At The Association For Children With Learning Disabilities (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; developmental reading; dyslexia; educational research; historical reviews; medical evaluation; neurological defects; reading difficulty

Through a review of the literature, diverse definitions of the term dyslexia are presented, and the historical development of the term is examined. Two independent strands of thought development, medical and educational, are revealed. It is stated that although medical

studies have sought for a common behavior pattern of all dyslexic children and for clear-cut evidence of neurological etiology, conclusive evidence from both a statistical and pathological standpoint is still lacking. Educators are described as rejecting the theory of neurological dysfunction as a sole cause for reading failure, and emphasizing the developmental sequence of reading skills and search for the child's break on the developmental reading pattern. They reportedly see the diagnosis of dyslexia as lacking operationality in that it does not lead to appropriate teaching strategies. It is noted that the medically oriented clinician is likely to focus on the the disabled child and to emphasize individual treatment, while the educator is likely to devote a portion of his time to the developmental reading program of the entire school in seeking preventative measures. The study concludes that a need exists for a pooling of thought and research from both the educational and medical professions. A bibliography is included. (RT)

ABSTRACT 1304

EC 005 086 ED 031 366
Publ. Date Mar 69 27p.
Shedd, Charles L.
Some Exploratory Studies on the Clinical Management of Dyslexia.
EDRS mf,hc
Paper Presented At The Association For Children With Learning Disabilities Conference (Fort Worth, Texas, March 6-8, 1969).

Descriptors: exceptional child education; teaching methods; reading; clinics; dyslexia; instructional materials; learning disabilities; multisensory learning; tutorial programs; program planning; material development

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on decoding procedures such as reading from left to right, training in letter-sound correspondence, training in sound discrimination and training in blending. It is stated that hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multisensory approach, and highly structured material. The beliefs that instructors who carry on the tutorial work do not need to be highly trained, and that there is no need for additional equipment such as machines and special games are presented. No one method is specified; it is recommended that a variety of environmental, emotional, and intellectual situations be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

ABSTRACT 1394

EC 500 759 ED N.A.
Publ. Date Oct 69 5p.
Snyder, Russell D.; Mortimer, Joan
Diagnosis and Treatment: Dyslexia.
EDRS not available
Pediatrics; V44 N4 P601-5 Oct 1969

Descriptors: exceptional child education; dyslexia; reading diagnosis; etiology; individual characteristics; identification; remedial reading

Discussed are the incidence and importance of dyslexia in the United States. Possible etiology is mentioned, and the clinical indications are reviewed. The prognosis and diagnosis of the condition are described as are the therapy suggestions and approaches of individual sessions, remedial reading classes as part of the regular school program. the understanding of the condition by the child himself, his teachers, and parents, and the attempt to maintain the dyslexic in the normal education and cognitive process. (JM)

ABSTRACT 1422

EC 500 845 ED N.A.
Publ. Date Dec 69 17p.
Adams, Richard B.
Dyslexia: A Discussion of Its Definition.
EDRS not available
Journal Of Learning Disabilities; V2 N12 P616-33 Dec 1969
Presented At A Meeting Of The Federal Government's Attack On Dyslexia (2nd, August 14, 1967).

Descriptors: exceptional child education; dyslexia; definitions; reading; semantics

The article discusses various definitions of dyslexia and serves to point out how difficult it is to arrive at a definition that is acceptable to all. (Author)

ABSTRACT 1811

EC 501 097 ED N.A.
Publ. Date Apr 70 8p.
Michal-Smith, Harold And Others
Dyslexia in Four Siblings.
EDRS not available
Journal Of Learning Disabilities; V3 N4 P185-92 Apr 1970

Descriptors: exceptional child research; dyslexia; heredity; siblings; genetics; family influence; individual characteristics; family background; learning disabilities

Examining learning problems in four siblings of middle class background, the article discusses the specific deficits in each child and points up the similarities and differences in their associated characteristics and their individual emotional development. Based on the history, presenting symptoms and outcome, the authors believe that a genetic factor may be causative. (Author)

ABSTRACT 1844

EC 005 322 ED N.A.
Publ. Date 69 33p.
Ingram, T. T. S.
The Nature of Dyslexia.
EDRS not available
Bulletin Of The Orton Society; V19 P18-50 1969
Paper Prepared For The Conference On The Influence Of Early Experience On Visual Information Processing (New Paltz, New York, October 27-30, 1968).

Descriptors: definitions; dyslexia; historical reviews; research reviews (publications)

An historical review of definitions of dyslexia traces the appearances in the literature of symptoms and diagnoses, and the various lables attached to them. Topics include the recognition of word blindness, the Edinburgh Study, population surveys, studies of brain damaged children, retrospective versus prospective studies, and dyslexia and speech problems. (RJ)

ABSTRACT 2108

EC 005 511 ED 023 537
Publ. Date Apr 68 8p.
Levine, Jane B.
The University of Pennsylvania Dyslexia Information Center.
EDRS mf,hc
Paper Presented At The International Reading Association Conference (Boston, Massachusetts, April 24-27, 1968).

Descriptors: exceptional child research; learning disabilities; annotated bibliographies; dyslexia; information centers; information dissemination; information sources

A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in 1968. The bibliography will contain some 500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have have been copied and placed in Reading Clinic files. (Author/BS)

ABSTRACT 2147

EC 005 675 ED N.A.
Publ. Date 69 44p.
Slingerland, Beth H. And Others
Meeting the Needs of Dyslexic Children and Others. Reprint Collection No. 2.
EDRS not available
Academic Therapy Publications, 1543 Fifth Avenue, San Rafael, California 94901.

Descriptors: exceptional child education; learning disabilities; dyslexia; vocabulary development; reading instruction; psychomotor skills; auditory discrimination; perceptual motor coordination

Articles focusing on learning disabilities concern meeting needs of dyslexic children, approaches to overcome reading reversals, vocabulary enrichment, basic motor activities, and the use of rhythmic patterning. Making words meaningful, the acquisition of listening skills, the neurological-impress reading technique, inaccurate readers, and perceptual techniques and materials are also discussed. All articles are reprinted from out of print issues of Academic Therapy Quarterly. (RJ)

ABSTRACT 3080

EC 501 315 ED N.A.
Publ. Date Jul 70 6p.
McClurg, William H.
Dyslexia: Early Identification and Treatment in the Schools.
EDRS not available
Journal Of Learning Disabilities; V3 N7 P372-7 Jul 1970

Descriptors: exceptional child education; dyslexia; diagnostic teaching; identification; remedial programs; learning disabilities; reading difficulty

With the abundance of information and materials now available, it is noted that elementary schools can ill afford to be without programs designed for the early identification and treatment of dyslexia and related reading problems. Although such programs require interdisciplinary teamwork, a major role is cited to be the alert teacher who spots the symptoms and can help create and initiate treatment procedures. The paper discusses behavioral symptoms, diagnostic tests, and programs for prevention and remediation of dyslexia. Careful consideration of these aspects of the problem will help classroom teachers in working with dyslexic children. (Author)

ABSTRACT 807

EC 03 0807 ED 037 317
Publ. Date 69 63p.
Reading Disorders in the United States.
Secretary's National Advisory Committee On Dyslexia And Related Reading Disorders, Washington, D. C.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading; reading difficulty; learning difficulties; statistical data; legislation; national programs; program effectiveness; incidence; Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders

To examine the scientific evidence relating to reading disorders and to develop recommendations for a framework of public action, the Secretary's (HEW) National Advisory Committee on Dyslexia and Related Reading Disorders was created. The committee is primarily concerned with individuals who, in spite of apparently adequate intelligence, exhibit difficulties in learning to read. In its report, the Committee has reviewed the magnitude and impact of the problem, the nature of the disorders, and existing programs and procedures for their remediation. The final section describes steps that may be taken toward a national program and provides an estimate of the cost of such an undertaking. (CD)

ABSTRACT 917

EC 03 0917 ED N.A.
Publ. Date Dec 70 12p.
Blom, Gaston E.; Jones, Arlene Whiteman
Bases of Classification of Reading Disorders.
EDRS not available
Journal Of Learning Disabilities; V3 N12 P606-17 Dec 1970

Descriptors: learning disabilities; dyslexia; classification; reading difficulty; taxonomy; models; behavior theories

The article reviews a large number of references on the classification of dyslexia and related reading disorders, grouped according to four categories: functional methods, etiologic methods, theoretical model methods, and nosological system methods. Illustrative examples of each method are presented. The authors evaluate the difficulties and problems in the use of classification schemes, and advocate a descriptive behavioral method of classification as the most salient in view of its greater relevance to educators and school personnel. A typology classification system is proposed for the future. (Author)

ABSTRACT 1407

EC 03 1407 ED N.A.
Publ. Date 70 158p.
Rawson, Margaret B., Ed.
Bulletin of the Orton Society. Volume 20.
EDRS not available
Bulletin Of The Orton Society; V20 P1-158 1970

Descriptors: exceptional child education; learning disabilities; dyslexia; adolescents; parent child relationship; language development; neurology; child development; annual reports; Orton Society; movement education

Papers, comments, and book reviews concerning the study and treatment of children with learning disabilities (dyslexia) are collected. Such topics as the neurobiology of language, practical applications, neurologic approach to specific language disability, the adolescent with scholastic failure, learning through movement, parents as tutorial participants, and a study of factors involved in early identification of specific language disability are but some of the papers included in the bulletin. (CD)

ABSTRACT 1476

EC 03 1476 ED N.A.
Publ. Date 70 9p.
Griffiths, Anita N.
Self Concept in Remedial Work with Dyslexic Children.
EDRS not available
Academic Therapy Quarterly; V6 N2 P125-33 Win 1970-71

Descriptors: exceptional child education; dyslexia; remedial instruction; self concept; learning disabilities; reading difficulty; remedial reading; student attitudes; teacher attitudes

Utilizing her experiences from a follow-up study involving 28 children with reading difficulties, the author discusses effective remedial techniques and approaches to be used with dyslexic children. The significance of self concepts and attitudes on the part of the teacher, parent, and child is emphasized. Specific methods and general philosophies of remediation are delineated. (RD)

ABSTRACT 2061

EC 03 2061 ED N.A.
Publ. Date Feb 68 182p.
Keeney, Arthur H., Ed.; Keeney, Virginia T., Ed.
Dyslexia: Diagnosis and Treatment of Reading Disorders.
EDRS not available
C. V. Mosby Company, 3207 Washington Boulevard, St. Louis, Missouri 63103 ($12.00).

Descriptors: exceptional child education; dyslexia; reading diagnosis; teaching methods; visual perception; conference reports; prediction

The product of a national conference on dyslexia, the proceedings are directed primarily to ophthalmic and medical practitioners. Papers concern the following: definitions and classifications of reading problems in children, the development of cortical localization, isolation of the specific dyslexic, early prediction of reading disability, correlated disturbances, kindergarten protocols of students of varying abilities, and word blindness. Also discussed are the function of the Interdisciplinary Committee on Reading Problems, delayed recognition and its correction, vision and perception, acquired dyslexia, therapeutic considerations, anxiety and learning, and topics worthy of research. appendix. (RJ)

ABSTRACT 2067

EC 03 2067 ED N.A.
Publ. Date Nov 70 70p.
Miles, T. R.
On Helping the Dyslexic Child.
EDRS not available
Barnes and Noble, Inc., 105 Fifth Avenue, New York, New York 10003 ($3.50 HC, $2.65 PB).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; teaching methods; spelling; remedial instruction

Concerned with the day-to-day problems of helping the dyslexic child, the book presents some practical suggestions and teaching methods which can be adapted by teachers to meet the needs of individual students. Common signs indicative of dyslexia are explained, with samples of sentences written by dyslexic children. General guidelines for the teacher who has taken on a dyslexic child for remedial teaching are given, followed by more

specific suggestions regarding the teaching of reading and spelling, and the phonetic cues method of teaching children to combine letters to make a word correctly, which indicates ways of introducing new sounds and words. A sample dictionary and exercises to use with this method are included. (KW)

ABSTRACT 2235

EC 03 2235 ED 050 518
Publ. Date 70 21p.
Satz, Paul and Others
An Evaluation of a Theory of Specific Developmental Dyslexia.
Florida University, Gainesville
EDRS mf,hc

Descriptors: exceptional child research; learning disabilities; dyslexia; maturation; etiology; theories; reading difficulty

Hypotheses accounting for the pattern of deficits in specific developmental dyslexia were examined. The theory postulates that the disorder reflects a lag in maturation of the central nervous system, particularly the left cerebral hemisphere. The hypotheses in question predicted that skills developing ontogenetically earlier (visual-motor and auditory-visual integration) will be more delayed in younger dyslexic children (ages 7-8 years), and that skills developing later (language and formal operations) will be more delayed in older dyslexic children (ages 11-12 years). Subjects were 20 disabled male readers and 20 control males, all of average or above average intelligence. Each group was subdivided by age: younger (ages 7-8) and older (ages 11-12). Three tests classified as nonlanguage or perceptual and three classified as language tests were administered. The nonlanguage tests were postulated to represent skills developing ontogenetically earlier. The nonlanguage tests partially discriminated between younger dyslexics and controls, while none of the nonlanguage tasks discriminated between the older groups. By contrast, the language tasks revealed significant differences between older dyslexics and controls, while only one language measure discriminated between the younger groups, thus substantially supporting the hypotheses under evaluation. (KW)

ABSTRACT 2459

EC 03 2459 ED N.A.
Publ. Date 71 7p.
Wagner, Rudolph F.
Symbolization Deficits in Dyslexic Conditions.
EDRS not available
Academic Therapy Quarterly; V6 N4 P359-65 Sum 1971

Descriptors: exceptional child research; dyslexia; symbolic learning; learning disabilities; abstract reasoning; Kahn Test of Symbol Arrangement

The role that symbolization plays in dyslexic conditions was examined using the Kahn Test of Symbol Arrangement (KTSA). Normal and dyslexic children and adolescents formed the four groups used for comparison. It was noted that symbol patterns obtained from the KTSA showed differences in the various levels of symbolization on the test. The symbol patterns of the dyslexic group was noted as being characterized by more concrete symbolizations. The adolescent group was shown to be characterized by even larger differences than the children's group in terms of the ability to abstract on higher levels. Researchers felt that, cautiously speaking, differences in symbolization and perception could be gauged from an individual performance on the KTSA. (CD)

ABSTRACT 3121

EC 03 3121 ED N.A.
Publ. Date 71 3p.
Lorentz, Richard J.
Dyslexia.
EDRS not available
Journal of Rehabilitation; V37 N5 P25-7 Sep-Oct 1971

Descriptors: exceptional child education; learning disabilities; dyslexia; etiology; diagnostic tests; remedial instruction; interdisciplinary approach; reading difficulty

Dyslexia, its definition, etiology, diagnosis, and treatment, are presented briefly. Dyslexia is defined as a symptom complex consisting of difficulty in reading, writing, and spelling. The condition is further subclassified as to etiology into primary reading retardations or developmental dyslexia, reading retardations secondary to brain injury, and reading retardations secondary to exogenous factors. Factors implicated in dyslexia development are heredity, environment, congenital factors, postnatal complications, physical defects, emotional development, and external influences. Diagnosis of dyslexia is said to require detailed medical, psychological, and intelligence examinations. Treatment of dyslexia is explained to include remedial reading, warm human relationships, psychiatric or psychological evaluation and therapy, and outdoor exercise. Diagnosis and treatment both use an interdisciplinary approach. Two community treatment programs are cited as examples. (CB)

ABSTRACT 67

EC 04 0067 ED N.A.
Publ. Date Oct 71 9p.
Ables, Billie S. and Others
Problems in the Diagnosis of Dyslexia: A Case Study.
EDRS not available
Journal of Learning Disabilities; V4 N8 P409-17 Oct 1971

Descriptors: exceptional child education; learning disabilities; dyslexia; clinical diagnosis; case studies; reading difficulty; etiology; educational diagnosis

In order to give concrete application to some of the current problems and disagreements in defining and conceptualizing dyslexia, the authors report the total diagnostic evaluation of an 8-year-old boy of normal intelligence who had a severe reading disability. The evaluation included psychiatric and neurological examinations as well as psychological testing. There were multiple inconsistencies and contradictions in the clinical findings, so that clear-cut diagnostic and etiologic inferences from these findings were not justified. The findings are reviewed in terms of how they might support two different etiologic interpretations. Nevertheless, that such uncertainty as to diagnosis and etiology need not impair the effectiveness of remediation and treatment, is demonstrated in this boy's case. (Author)

ABSTRACT 102

EC 04 0102 ED N.A.
Publ. Date 71 100p.
Hepworth, T. S.
Dyslexia: The Problem of Reading Retardation.
EDRS not available
Lawrence Verry, Inc., Publishers, Mystic, Connecticut 06355 ($6.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; theories; etiology; remedial reading

The account of the nature of the problem of dyslexia and the various approaches to it is intended for teachers, parents, and students. Its main purpose is stated to be the discussion and illustration of viewpoints on dyslexia. Outlined are varying kinds of views as to the definition of dyslexia, different kinds of dyslexia, causes of reading disabilities, and ways of diagnosing and dealing with such difficulties. Included is case material illustrating ways in which some workers in the field have applied their theories to diagnosis and treatment of particular cases. Indicated is representative thinking about the problem by psychologists, educationalists, psychoanalysts, and neurologists. The final chapter presents results from some of the author's personal research on dyslexia, particularly the effects of familial influence and emotional maladjustment on the problem. (KW)

ABSTRACT 108

EC 04 0108 ED N.A.
Publ. Date 71 11p.
Matejcek, Zdenek
Dyslexia: Diagnostic and Treatment Findings and Recommendations.
EDRS not available
Bulletin of the Orton Society; V21 P53-63 1971

Descriptors: exceptional child education; learning disabilities; dyslexia; remedial instruction; remedial reading; clinical diagnosis; reading difficulty

The discussion of the diagnosis and treatment of dyslexia begins with an examination of the psychological factors underlying reading and its disorders. Listed are 10 general principles to follow in the clinical and educational treatment of dyslexia. These principles, briefly, are as follows: remedial procedure based on diagnostic analysis, procedure adjusted to individual nature of case, creation of suitable atmosphere, understanding of complexity of remedial care needs, importance of a good beginning and of keeping the child's interest, suitability of remedial methods, continuous diagnostic-

therapeutic experimentation and refinement, realistic evaluation of prognosis and results of treatment, and provision of followup measures after release from therapy. Also presented are three therapeutic management techniques or approaches to the dyslexic child. (KW)

ABSTRACT 594

EC 04 0594 ED N.A.
Publ. Date 71 148p.
Wagner, Rudolph F.
Dyslexia and Your Child: A Guide for Parents and Teachers.
EDRS not available
Harper and Row, Publishers, 49 East 33rd Street, New York, New York 10016 ($5.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; teaching methods; tutoring; remedial reading; educational diagnosis; identification; parent role; parent education; visual perception

Outlined in detail are methods parents and teachers can use to assess reading disability and tutor the dyslexic child when professional help is not available. Danger signals of poor reading are explained, as is how to assess the level or degree of the dyslexic condition. Mixed dominance and the minor brain damage which may have caused the problem are explained. Steps are outlined for a 15-minute-a-day program of tutoring beginning at the child's present level of functioning. Exercises are given for visual-motor coordination, figure-ground perception, perceptual constancy, orientation and position in space, rhythm, and auditory and other sense perceptions. Summarized are some specific remedial techniques and methods commonly used in the teaching of reading, and some methods for helping the dyslexic child keep up with general information that other students may gain from reading.

ABSTRACT 1325

EC 04 1325 ED 059 557
Publ. Date 71 49p.
Satz, Paul; Van Nostrand, Gary K.
Developmental Dyslexia: An Evaluation of a Theory.
Florida University, Gainesville, Coll of Health Related Professions
EDRS mf,hc

Descriptors: learning disabilities; dyslexia; theories; cognitive development; age differences; reading difficulty; etiology; child development; maturation

The paper reviews a theory advanced by Satz and Sparrow (1970) which purports to explain the nature and cause of specific developmental dyslexia, and evaluates several developmental hypotheses which are generated by the theory. The theory postulates that developmental dyslexia is not a unitary syndrome but rather reflects a lag in the maturation of the brain (left hemisphere) which delays differentially skills which are in primary ascendancy at different chronological ages. It is concluded that, instead of determining whether the primary handicap in dyslexic children is perceptual, linguistic, or both, findings suggest that the nature of the handicap will vary largely as a function of chronological age. (Author/KW)

ABSTRACT 1341

EC 04 1341 ED N.A.
Publ. Date Mar 72 5p.
Sklar, B.; Hanley, J.
A Multi-Fontal Alphabet for Dyslexic Children.
EDRS not available
Journal of Learning Disabilities; V5 N3 P160-4 Mar 1972

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; alphabets; basic reading; reading

An experiment for testing a new initial alphabet is advocated. This Multi-Fontal Alphabet (MFA) maximizes the pattern differences between characters without the use of new symbols. Other techniques for training dyslexic children are also discussed. The hypothesis is presented that a diverse set of characters (multi-fonts) would make the initial reading task easier, especially where reversals and other symbol similarities are a problem. The authors have not performed any experiments to validate this hypothesis; they hope this report will act as a stimulant for experiments by others. (Author)

ABSTRACT 1427

EC 04 1427 ED N.A.
Publ. Date 71 2p.
The Eye and Learning Disabilities.
EDRS not available
Sight-Saving Review; V41 N4 P183-4 Win 1971-72

Descriptors: exceptional child education; learning disabilities; dyslexia; vision; therapy

A joint organizational statement on vision and therapy for learning disabilities and dyslexia is presented by the American Academy of Pediatrics, the American Academy of Ophthalmology and Otolaryngology, and the American Association of Ophthalmology. General conclusions are that learning disabilities and dyslexia require a multidisciplinary approach, that studies have shown that eye defects do not cause letter reversals, that no research supports claims for improving learning disabilities, that generally glasses have no value in treatment of learning disabilities, and that teaching of learning disabled and dyslexic children is a matter of educational science. (CB)

ABSTRACT 1428

EC 04 1428 ED N.A.
Publ. Date 71 6p.
Martin, Harold P.
Vision and Its Role in Reading Disability and Dyslexia.
EDRS not available
Sight-Saving Review; V41 N4 P185-90 Win 1971-72

Descriptors: exceptional child research; research reviews (publications); reading difficulty; dyslexia; vision; learning disabilities

A brief review of selected research on the role of vision in reading disability and dyslexia was reported. It was estimated that 5% to 15% of all children are deficient readers, and that only a small percentage of these children have poor vision capable of correction by an ophthalmologist. Although exact etiology of dyslexia was not delineated, some evidence cited suggested that the central nervous system may be dysfunctioning. Treatment of dyslexia was divided into two approaches, the direct teaching of reading and an indirect treatment thought to cause an improvement in reading skills. (CB)

ABSTRACT 1804

EC 04 1804 ED N.A.
Publ. Date 72 72p.
Brown, Virginia L.; Botel, Morton
Dyslexia: Definition or Treatment?
Indiana University, Indiana, ERIC Clearinghouse On Retrieval of Information and Evaluation on Reading
Office of Education (DHEW), Washington, D.C.
EDRS not available
ERIC/CRIER, 200 Pine Hall, School of Education, Indiana University, Bloomington, Indiana 47401

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; research reviews (publications); clinical dianosis; teaching methods; educational trends; remedial reading

The state of the art monograph on dyslexia focuses on literature published and projects carried on since 1965. Discussion is aimed at a general audience and beginning practitioners. The review of problems in defining dyslexia includes a guide for analysis of definitions which introduces some of the implications of various elements involved in definitions of dyslexia. Literature dealing with diagnosis, both performance and process, is reviewed. Described in the examination of treatment approaches are both the traditional and a reformulated diagnostic-treatment process, and how trends in aproaches have been influenced by clinical experience. The final chapter delineates trends in viewing dyslexia and its ramifications and suggests areas needing further research. (KW)

ABSTRACT 1858

EC 04 1858 ED N.A.
Publ. Date Dec 71 13p.
Satz, Paul and Others
An Evaluation of a Theory of Specific Developmental Dyslexia.
EDRS not available
Child Development; V42 N6 P2009-21 Dec 1971

Descriptors: exceptional child research; learning disabilities; dyslexia; theories; child development; age differences; neurological defects; maturation; cognitive development; skill development

The study examined a number of hypotheses advanced by Satz and Sparrow (1970) to account for the pattern of deficits in developmental dyslexia. The theory postulates that the disorder is not a

unitary syndrome, but rather reflects a lag in the maturation of the CNS which delays the acquisition of those skills which are in ascendancy at different developmental ages. The hypotheses predicted that skills which develop ontogenetically earlier (e.g., visual-motor and auditory-visual integration) would be more delayed in younger dyslexic children (ages 7-8), while skills which develop later (e.g., language and formal operations) would be more delayed in older dyslexic children (ages 11-12). The results, based upon dyslexic and control children matched at two different age levels, were in substantial agreement with the theory. (Author)

ABSTRACT 2026

EC 04 2026 ED N.A.
Publ. Date 72 224p.
Paine, Richmond and Others
Dyslexia and Reading Disabilities.
EDRS not available
MSS Information Corporation, 19 East 48th Street, New York, New York 10017 ($15.00).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; textbooks; etiology; psychology; minimally brain injured; lateral dominance; perceptual motor coordination; case studies

Presented is a collection of 17 readings on dyslexia and reading disabilities. The readings are divided into four major areas of an introduction and approach to dyslexia, developmental dyslexia, perceptual integration and reading disabilities, and case studies in reading disability. The specific topics include etiologic factors in learning disorders of children, reading disability and the child psychiatrist, a psychotherapeutic approach to reading retardation, behavioral correlates and brain dysfunctions as they relate to learning disabilities in psychoneurologically disturbed children, syndromes of minimal cerebral damage, right-left discrimination, cerebral dominance in developmental dyslexia, cerebral dominance and its disturbances, central language imbalance in cluttering, verbal deficiencies in abstract thinking in early reading retardation, perceptual integration and reading problems, relationship of reading disability to perceptual continuity and Phi thresholds, perceptual disabilities and conceptual deficiencies in retarded readers, the comparative epidemiology of reading disability in German and English speaking countries, effect of auditory training on reading skills of retarded readers, relationship of reading achievement to language functioning and perceptual motor development of 10- and 11-year-olds, and a descriptive-relational study of 364 children referred to a university clinic for learning disorders. (CB)

ABSTRACT 2810

EC 04 2810 ED N.A.
Publ. Date Sep 72 8p.
Klees, Marianne; Lebrun, Ariane
Analysis of the Figurative and Operative Processes of Thought of 40 Dyslexic Children.
EDRS not available
Journal of Learning Disabilities; V5 N7 P389-96 Aug-Sep 1972

Descriptors: exceptional child research; learning disabilities; dyslexia; cognitive processes; thought processes; testing; perception

The study showed the existence of quantitative retardations and qualitative perturbations in the cognitive processes of a group of dyslexic children. Tests administered included the Coins Test of Greco, test of liquid conservation, stick test ordering, test of horizontality, and classification test. Eighty percent of them presented serious delays in the developmental level of the figurative aspects of thought. This was particularly observed among the older children in the group. We also noted a delay among the dyslexics concerning the acquisition of operative mechanisms. Qualitative disturbances specific to certain items and certain tests occurred. These characteristics are essentially modes of approach that seem related to disturbances in the figurative aspect of thought: all the subjects who were very disturbed from a figurative point of view also showed a delay in operativity; none of the eight figuratively undisturbed children showed this operative delay. Thus, in this group of dyslexic children, the abusive preponderance of perception hinders the arrival of their thought processes at the more evolved and more operative intellectual stages of development. (Author)

ABSTRACT 2928

EC 04 2928 ED N.A.
Publ. Date Spr 72 18p.
Kline, Carl L.; Lee, Norma
A Transcultural Study of Dyslexia: Analysis of Language Disabilities in 277 Chinese Children Simultaneously Learning to Read and Write in English and in Chinese.
EDRS not available
Journal of Special Education; V6 N1 P9-26 Spr 1972

Descriptors: exceptional child research; dyslexia; bilingual students; Chinese; primary grades; learning disabilities; reading difficulty; elementary school students; cross cultural studies; handwriting

Bilingual Chinese children in grades one through three learning to read and write both in English and Chinese were studied for evidence of reading disabilities. The following incidence of disabilities was found: in Chinese only 13%, in English only 9%, and in both languages 6%. Combining the figures, the total having trouble in English was 15%, and the total having difficulty with Chinese was 19%. The differences were not felt to be significant. Sex distribution was found to be similar to that in other studies. The findings in the study suggested that problems in auditory discrimination were not a major cause of reading disability. The relatively low incidence of difficulty in transmodal learning in those with reading problems in Chinese suggested either that difficulties in visual auditory association were rare or had been overcome by the teaching methods in the Chinese language school. Also suggested was the lack of predictive value in identifying children with learning difficulties in reading by the Wechsler Intelligence Scale for Children. The distribution of abnormal findings on the Bender-Gestalt and Draw-a-Person tests suggested that the tests did not serve as reliable indicators of etiological factors in reading disability. The findings were thought to raise the question of the necessity for extensive testing procedures in the diagnosis of reading disability. Teaching methodology was thought to be of key importance in terms of prevention of learning disabilities (Author/CB)

ABSTRACT 2956

EC 04 2956 ED N.A.
Publ. Date 72 13p.
Sladen, Brenda K.
Some Genetic Aspects of Dyslexia.
EDRS not available
Bulletin of the Orton Society; V22 P41-53 1972

Descriptors: exceptional child education; learning disabilities; dyslexia; genetics; heredity; models

A model for the influence of inheritance upon specific dyslexia in which dyslexia is taken to occur in people with incomplete lateral cortical dominance is suggested. Specific dyslexia, defined as poor ability to perform with language symbols, is seen not as a pathology but as part of a series in which alternate forms have particular advantages according to environmental circumstances. Examined are previous models of inheritance, dyslexia and mixed preferences for hand and eye use, and behaviors showing some unilateral dominance of cortical control. The model assumes that some of the genetic factors helping to determine the side of some cortical control of speech and handedness are segregating independently of a pair of alleles influencing the appearance of specific dyslexia, and that together they determine some of the continuum of variation. Listed are relative disadvantages and advantages of specific dyslexia and characteristics that may be associated with it. The author links dyslexia to such factors as hyperactivity, and energetic and persistent behavior in adults. (GW)

ABSTRACT 2962

EC 04 2962 ED N.A.
Publ. Date 72 17p.
Ansara, Alice
Language Therapy to Salvage the College Potential of Dyslexic Adolescents.
EDRS not available
Bulletin of the Orton Society; V22 P123-39 1972

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; adolescents; language instruction; therapy; college preparation; teaching methods; remedial reading; sentence structure

Components of language therapy intended to salvage the college potential of dyslexic adolescents are discussed. Language therapy is said to begin if test performance is analyzed for useful clues to teaching and learning while grade equivalent and percentile scores are merely noted. It is thought essential that therapy deal with the adolescent's need to perform in academic courses as well as his language problem by teaching him such matters as the mechanics and organization of notetaking, outlining, use of glossaries, indexes, and appendixes. The use of a pencil to coordinate the eye and the brain while reading and studying, to maintain focus, to prevent reversals, inversions, and transpositions, and to prevent habitual regressions is recommended. Tracing initial letters of words is said to be helpful in preventing the scrambling of letters and syllables. It is suggested that therapists provide experiences that enable students to formulate grammatical and orthographical rules rather than giving them rules to be memorized. Three rules of syllabication which cover the majority of words are formulated. The author describes introducing the concept of the phrase through oral means first and then with print by exposing only the initial sentence phrase and then allowing the student to think of the question it poses and the phrase that might follow logically. Restructuring the dyslexic's use of written language for expressive purposes is said to follow instruction in reading and studying. Uses of dictation lists, orthographic rules, and instruction in diagramming sentences are considered. (GW)

ABSTRACT 2964

EC 04 2964 ED N.A.
Publ. Date 72 8p.
Slingerland, Beth H.
Preventive Teaching Programs in the Classroom: A General Education Responsibility.
EDRS not available
Bulletin of the Orton Society; V22 P156-63 1972

Descriptors: exceptional child education; learning disabilities; dyslexia; educational accountability; prevention; elementary school students; educational programs; federal aid; regular class placement

The author discusses the plight of dyslexic children and urges that federal funding be allocated for specific language disability (SLD) classroom programs within general education. Support is said to be necessary for screening programs and for a coordinator for the SLD program within the school district. It is suggested that dyslexic children be placed with trained teachers of the different grade levels. Described are programs already in effect involving self contained classrooms for prevention and remediation at lower elementary grades and summer schools providing introductory background for teachers. Responsibility to see that unnecessary failures of children with SLD are prevented is imputed to general education. (GW)

ABSTRACT 2965

EC 04 2965 ED N.A.
Publ. Date 72 2p.
Strong, Lillian R.
The Spanish-Speaking Dyslexic Child.
EDRS not available
Bulletin of the Orton Society; V22 P164-5 1972

Descriptors: exceptional child education; learning disabilities; dyslexia; second language learning; reading; Mexican Americans; educational needs

The educational needs of Spanish speaking dyslexic children are examined. Intensive oral English classes are said to be necessary for Spanish speaking children because children cannot read a language which they cannot speak. The author states that a dyslexic Spanish speaking child should be taught to read in Spanish first. The importance of therapy based upon the phonetic structure of Spanish is emphasized. Also discussed are rules for teaching a Spanish child to read English and the importance of motivating the child to read. (GW)

ABSTRACT 123

EC 05 0123 ED N.A.
Publ. Date 72 235p.
Klasen, Edith
The Syndrome of Specific Dyslexia.
EDRS not available
University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 ($14.50).

Descriptors: exceptional child research; learning disabilities; dyslexia; psychological characteristics; physical characteristics; intelligence level; family characteristics; reading difficulty; statistical data

Dossiers of 500 dyslexic children referred to a reading institute were analyzed in an investigation of relationships, either causative or merely associative, between dyslexia and physiopsychological symptoms (speech, laterality, sensory perception, motor functions, organic sensory defects, neuropsychological symptoms), psychopathological symptoms, intelligence test profiles, and environmental factors (socioeconomic and family background, siblings, parental attitudes). Findings were compared with those obtained by American and European researchers. Among the major findings was the fact that physiological signs were most often present: neurological dysfunctions, visual-perceptual and motoric deficiencies, underdeveloped dominance, speech impediments, delayed language development, and hyperactivity. Up to 67% of Ss showed these correlates. No positive correlation was found between mental ability (IQ) and dyslexia, although nature of intelligence was related to reading failure: dyslexics showed weakness in arithmetic, digit span, and digit symbol tasks. The fact that the brain injured also score lower in these areas strengthens the hypothesis that neurological disorders play a primary role in dyslexia. Psychopathological symptoms, which included signs of anxious tension in 65% of Ss, appeared to be usually secondary in origin. Environmental symptoms were also seemingly secondary and of only indirect significance: no significant correlations were found between dyslexia and socioeconomic family situation, working mothers, completeness of family, sibling rivalry, or birth order. (KW)

ABSTRACT 368

EC 05 0368 ED N.A.
Publ. Date 72 160p.
Goldberg, Herman K.; Schiffman, Gilbert B.
Dyslexia: Problems of Reading Disabilities.
EDRS not available
Grune and Stratton, Inc., 111 Fifth Avenue, New York, New York 10003 ($8.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; textbooks; medical evaluation; educational diagnosis; neurology; visual perception; auditory perception; lateral dominance; prevention

Presented is a text relating medical and educational findings to the problem of the dyslexic child, intended for professionals and educated parents. The dyslexic child is defined as one who, though of normal intelligence and neurological development, is unable to learn to read through conventional teaching. Stressed is the value of predictive tests to single out the young child likely to have a dyslexic learning disability. Psychological evaluation is said to classify child readers as either developmental, corrective, or remedial and recommend specific changes in the psycho-educational environment. Considered in the chapter on central nervous system dysfunction is the evidence for minimal brain damage in dyslexic children. While peripheral visual defects are said to be rarely responsible for a reading disability, perceptual training before 6 years of age is recommended. The author suggests that visual learners and auditory learners be grouped separately for instructional purposes. Psychiatric factors such as an unstable family situation and shifting population are thought to relate to dyslexia. Evidence is presented which indicates that cerebral dominance does not play the important role in dyslexia previously attributed to it. Some reasons for believing that reading disability is genetically determined, such as familial groupings of dyslexia, are examined. Great care is recommended in the use of drugs with children who exhibit learning disabilities. The educational prevention and remediation of reading disabilities are said to require an increased availability of reading specialists, earlier identification and better teacher and parent education. (DB)

ABSTRACT 894

EC 05 0894 ED N.A.
Publ. Date Jan 73 8p.
Hunter, Edna J.; Lewis, Hadley M.
The Dyslexic Child--Two Years Later.
EDRS not available
Journal of Psychology; V83 N1 P163-170 Jan 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; childhood; followup studies; academic achievement; adjustment problems; failure factors

A followup study was reported on 18 male dyslexic children from nine to 13 years of age who were said to have been free of emotional and school adjustment problems two years earlier. It was reported that none of the dyslexic children had overcome his reading disability despite remedial teaching; that the dyslexic children had lower achievement levels and more adjustment problems than the controls; that low scores on the full scale Wechsler Intelligence Scale for Children (WISC), the vocabulary subtest, and the coding subtest were associated with large reading deficits 2 years later; and that high WISC arithmetic and coding subtest scores were associated with large gains in reading skill. (See EC 040 530 for the original study.) (DB)

ABSTRACT 902

EC 05 0902 ED N.A.
Publ. Date Jan 73 11p.
Thomas, Hugh B. G.
Genetic and Psychodynamic Aspects of Developmental Dyslexia--A Cybernetic Approach.
EDRS not available
Journal of Learning Disabilities; V6 N1 P30-40 Jan 1973

Descriptors: exceptional child education; dyslexia; theories; genetics; psychoeducational processes; learning disabilities; etiology; cybernetics; neurology; heredity; family influence

The paper provides an interpretation of cognitive functions and their acquisition in terms of cybernetics theory, and includes discussion of brain damage, heredity, and family environment as factors in the genesis of dyslexia. The presence of noise, not only in the brain itself, but also in the input data which it has to process, is said to imply that inference must play an important part in many psychological processes. Language acquisition in particular is described as a pattern-detection process involving inferential procedures and standards of inference. A method of estimating the standard of inference (D) adopted by an individual in a recognition-learning situation is described and explained. It is hypothesized that habitual adoption of excessively lax or stringent standards in all matters or in specific areas of cognitive growth such as language or reading acquisition would have deleterious effects. It is shown that in 33 families attending a dyslexia clinic, a much higher proportion of the children than of their fathers and mothers had abnormally high or low D values by comparison with normal young adult students. (Author)

ABSTRACT 931

EC 05 0931 ED N.A.
Publ. Date Dec 72 10p.
Schechter, Marshall D.
Dyslexia.
EDRS not available
Remedial Education; V4 N4 P3-12 Dec 1972

Descriptors: exceptional child education; learning disabilities; dyslexia; reading diagnosis; prediction; case studies (education); remedial reading; perceptual motor coordination

Considered are aspects of dyslexia including phenomonology, diagnosis, predictions, case illustrations, and treatment. Dyslexia is defined as being a specific kind of intersensory dysfunctioning which results in an inability to learn to read, and 20 signs and symptoms such as right-left discrimination problems are listed. Examined are the concepts of maturational lag, minimal cerebral dysfunction, and emotional problems in the prediction of dyslexic tendencies. Two case illustrations are given, one of which was a 19-year-old university student with an IQ of 143 who had always been troubled by an inability to determine right from left and could scarcely read. Treatment recommended includes a psychoeducational approach which involves intersensory and intermotor connections, individual instruction, and ungraded classes. An appendix lists 69 balance beam exercises. (DB)

ABSTRACT 1562

EC 05 1562 ED N.A.
Publ. Date Feb 73 5p.
Holder, Vera
Specific Developmental Dyslexia and Word Blindness.
EDRS not available
International Journal of Child Psychiatry; V39 N7 P182-86 Feb 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; word recognition; classification

A specific developmental dyslexia must be differentiated from other categories of bad readers. Word blindness can be distinguished from specific dyslexia due to the involvement of emotional difficulties resulting in the child's not seeing the word to be read. Inheritance, and environmental aspects of familial perpetuation may be involved. The proper categorization of reading disabilities is needed for effective remediation. (DB)

ABSTRACT 1884

EC 05 1884 ED 074 691
Publ. Date Sep 72 19p.
Festinger, Leon and Others
Eye Movement Disorders in Dyslexia. Final Report.
New School for Social Research, New York, N.Y.
Office of Education (DHEW), Washington, D. C. Bureau of Research
EDRS mf,hc
OEG-2-700034 (509)
BR-00419

Descriptors: exceptional child research; dyslexia; eye movements; etiology; learning disabilities; childhood

Eye movement of 18 male and seven female dyslexic children and 10 normal children were evaluated to determine if eye movement disorders may be the cause of some of the symptoms associated with dyslexia. Data on eye movements were collected while Ss moved their eyes from one fixation point to another in a nonreading situation. Errors in vertical eye movements significantly differentiated between normal and dyslexic children. Within the dyslexic group, children who showed large vertical eye movement errors were also the ones whose reading problems included skipping or repeating lines and losing the place. It is concluded that eye movement disorders are probably the cause of reading problems for a subgroup of dyslexic children. (Author/DB)

ABSTRACT 2037

EC 05 2037 ED 077 171
Publ. Date (73) 13p.
Hoopes, Amy T.
SPLASH Down to Reading.
EDRS mf,hc

Descriptors: exceptional child education; learning disabilities; dyslexia; perceptual motor coordination; swimming; perceptually handicapped; childhood; physical education; lateral dominance; neurology

Research into visual, perceptual, and motor coordination suggests that the kind of physical activity and coordination involved in swimming might prevent some cases of dyslexia and improve the academic performance of many learning disabled children. Early neurological development shows a relationship among the creeping period, later communication skills, and visual coordination. Failure to develop bilaterality during the creeping stage may be related to eventual reading problems. Swimming demands of the child the mastery of neurological activities he may have missed earlier. Swimming provides the patterning experiences suggested by Carl Delacato and Glenn Doman in an atmosphere of fun. Improved swimming skills have been observed to parallel academic improvement. Instructional pools should be constructed in all elementary schools. (DB)

ABSTRACT 2463

EC 05 2463 ED N.A.
Publ. Date 73 280p.
Clarke, Louise
Can't Read, Can't Write, Can't Talk Too Good Either: How to Recognize and Overcome Dyslexia in Your Child.

EDRS not available
Walker and Company, 720 Fifth Avenue, New York, New York 10019 ($7.95).

Descriptors: exceptional child education; learning disabilities; language handicapped; dyslexia; males; case studies (education); biographies; family role; diagnostic teaching; feedback; affective behavior

Intended for parents of language handicapped or dyslexic children, a mother traces her handicapped son's development from 2 years of age to 20 years. The book is intended to help parents recognize danger signals which may foretell future language problems and to inform them of the various treatment methods available. Highlights of Mike's development reported are inability to

imitate words at 2 years, periodic stages of restless rhythmic movements, poor motor coordination, auditory perceptual difficulties in early childhood, problems with reading, spelling, writing, and spoken language during his elementary school years, the emotional effects of his handicaps, and his growing ability to recognize his disability and compensate for it. Professional consultation is said to have resulted in early advice that 'he will outgrow it', followed by extensive testing by specialists including an opthalmologist, neurologist, psychologist, and psychiatrist. Stressed for the educational treatment of the learning disabled child are correct diagnosis (Mike was classified as retarded at one point), understanding teaching, immediate feedback, and special help from teachers trained in techniques of treating language disabilities. In one chapter (transcribed from his dictated comments) Mike himself describes effects of his disability such as frustration at not being understood, failure in sports, feelings of being unloved, and his repetition of errors when not corrected, though he emerged as a successful adult. Appended are sources of further information at both national and state levels. (DB)

ABSTRACT 97

EC 06 0097 ED N.A.
Publ. Date Fall 73 4p.
Wagner, Rudolph E.
Games Dyslexics Play.
EDRS not available
Academic Therapy; V9 N1 Fall 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; childhood; family attitudes; family counseling; behavior patterns.

Dyslexia is often accompanied by secondary emotional reactions by the child himself or by family members. Ideally, the entire family of the dyslexic child should be offered emotional support, treatment, and opportunity for group discussion. Common behavior patterns of families with dyslexic children include frantically seeking help from one specialist to another, blaming the teacher, and using the term 'dyslexia' as a fetish or status symbol. (DB)

ABSTRACT 98

EC 06 0098 ED N.A.
Publ. Date Fall 73 13p.
Rosenthal, Joseph H.
Self-Esteem In Dyslexic Children.
EDRS not available
Academic Therapy; V9 N1 Fall 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; childhood; adolescents; males; self esteem; family counseling; family influence.

Evaluated was the self esteem of 20 dyslexic boys from 8 to 14 years of age, 10 of whom came from families informed about dyslexia and 10 from families not informed about dyslexia. The boys were compared with 20 normal controls and 20 asthmatic boys matched for age, ethnic group, and socioeconomic class. All 60 boys were administered a self esteem inventory and rated by their teachers for behavioral evidences of self esteem. The dyslexic boys showed significantly lower self esteem than normal controls or asthmatics, though the boys from informed families showed significantly higher self-esteem than the boys from families not informed about dyslexia. Teachers' behavioral ratings showed no significant differences among the three groups. (DB)

ABSTRACT 161

EC 06 0161 ED N.A.
Publ. Date Oct 73 5p.
Camp, Bonnie W.
Psychometric Tests and Learning In Severely Disabled Readers.
EDRS not available

Journal of Learning Disabilities; V6 N7 P512-7 Oct 1973

Descriptors: perception tests; learning characteristics; academic achievement; learning disabilities; childhood; tutoring

Examined was the relationship between performance on tests of auditory and visual perception and learning rate in reading lessons in 69 severely dyslexic children between the ages of 9 and 13 years. The children participated in a tutorial program designed along behavior therapy lines. Prior to placement in the tutorial reading program, the children were tested with the Wide Range Achievement Test, the Bender-Gestalt, the Raven, a test of auditory-visual integration, and a test of visual-spatial perception. Learning rates were determined for 42 children. Significant correlations were found among the psychometric tests but not between psychometric tests and learning rate. Children achieving above and below expectancy in tutoring differed significantly in learning rate and amount of gain over 6 months but not on any of the psychometric tests. It was concluded that perceptual deficiencies may be more frequent in disabled readers, but learning rate and achievement are not related to the degree of perceptual deficiency. (Author)

ABSTRACT 206

EC 06 0206 ED N.A.
Publ. Date 73 384p.
Bateman, Barbara D., Ed.
Reading Performance and How to Achieve It.
EDRS not available
Special Child Publications, Inc., 4535 Union Bay Place, N.E., Seattle, Washington 98105 ($6.40).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; etiology; classification; psychological characteristics; remedial reading; teaching methods

Presented are 20 papers on the causes and classification of specific reading disorders, characteristics of poor readers, or remedial teaching methods. Papers have the following titles: 'Reading Retardation, An Overview'; 'Conditions Related to Specific Reading Disability'; 'A Suggested Classification of the Causes of Dyslexia'; 'Reading Skills in Emotionally Disturbed Institutionalized Adolescents'; 'Psycholinguistic Disabilities of Children with Reading Problems'; 'Characteristics of Dyslexia and Their Remedial Implication'; 'Dyslexia in Young Children'; 'Early Prediction of Reading Failure'; 'Research in Visual Training and Reading Disability'; 'Specific Reading Disability, An Approach to Diagnosis and Treatment'; 'Teaching Reading to Children with Perceptual Disturbances'; 'The Efficacy of an Auditory and a Visual Method of First-Grade Reading Instruction with Auditory and Visual Learners'; 'Strategies of Intervention in the Spectrum of Defects in Specific Reading Disability'; 'Reading Expectancy from Disabled Learners'; 'Learning to Read'; 'Teaching Reading to Children with Low Mental Ages'; 'Improved Learning Conditions in the Establishment of Reading Skills with Disabled Readers'; 'A Comparison of Ten Different Beginning Reading Programs in First Grade'; 'Intensive Phonics vs. Gradual Phonics in Beginning Reading'; and 'Reading--A Non-Meaningful Process'.

ABSTRACT 424

EC 06 0424 ED N.A.
Publ. Date Sep 73 4p.
Cotterell, Gill
Jeremy Learns How to Read.
Special Education; V62 N3 P26-9 Sep 1973

Descriptors: exceptional child education; dyslexia; remedial reading; teaching methods; case studies (education); learning disabilities; childhood; tutoring

A 2-year individual instructional program succeeded in giving a 7 1/2-year-old dyslexic boy both good reading skills and a love of reading. The family had a history of severe reading problems, and Jeremy exhibited hyperactive destructive behaviors in school and at home. Individual lessons (twice weekly for three-quarters of an hour) stressed phonic and writing skills through methods such as programed reading and writing patterns. Recall of sound units was aided by associated activities, and topic books were made and illustrated by Jeremy. Jeremy gained 3 years progress in the first year of instruction and an additional 1 1/2 years the second year. His behavior difficulties at school and home were reported to have improved. (DB)

ABSTRACT 497

EC 06 0497 ED N.A.
Publ. Date Dec 73 4p.
Stanley, Gordon; Hall, Rodney
Short-Term Visual Information Processing in Dyslexics.
EDRS not available
Child Development; V44 N4 P841-4 Dec 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; visual stimuli; visual perception

Two measures of visual information processing were compared for dyslexic and control samples of 66 8-to 12-year-old children. With the first measure, two parts of a stimulus were ex-

posed sequentially for 20 microseconds (msec) each at increasing interstimulus intervals (ISIs). Both separation and identification thresholds were longer for dyslexics than normals. With the second measure, letters presented for 20 msec were masked by dots, the interstimulus interval between the letter and masker being incremented over trials. Dyslexics required longer ISIs than controls for correct identification of the letter. The difference was greater when the letters were visually confusable. Both experiments provided evidence that significant differences exist between dyslexics and normals at early stages of visual information processing. (Author/MC)

ABSTRACT 536

EC 06 0536 ED N.A.
Publ. Date 73 256p.
Linksz, Arthur
On Writing, Reading, and Dyslexia.
EDRS not available

Grune and Stratton, 111 Fifth Avenue, New York, New York 10003 ($9.75)

Descriptors: exceptional child education; learning disabilities; reading difficulty; reading comprehension; reading skills; spelling; word recognition; language development; language patterns; lateral dominance; left handed writer; teaching methods; phonics; vision; ophthalmologists; physiology; English; linguistics

An ophthalmologist who has treated many children for vision or reading problems shares his system of spelling and comments on written language as well as perceptual problems in reading. Discussed in chapter 1 are the background of the word H-A-T, the biology of right-handedness, the silent E, phongrams versus ideograms, and 'code' versus 'meaning'. Irregular spelling of English words and differences between vowels and consonants are examined in the second chapter. Chapter 3 consists of a short primer on phonics and includes discussions on the silent E, retroactive modifiers, homophones, vowel digraphs, and English spelling as a guide to pronunciation. Scrutinized in chapter 4 are vowel digraphs in foreign and English words, the schizophrenia of English spelling, the letter Y, accent placement in two-syllable words, prefixes, suffixes, strange spellings, and homographs. Chapter 5 mainly covers the three-layered structure of the English language (Anglo-Saxon, Latin-French, and Latin-Greek). Considered in chapter 6 are word concepts, triplets, quadruplets, and differences in similarly rooted words. Conceptualization of everyday language and desirable teacher approaches to the vernacular and decoding are featured in chapter 7. The directedness of written letters and words in ancient languages such as Hebrew and Latin are described in chapter 8 as are children's problems (such as reading W-A-S for S-A-W), which are said to be often a result of poor teaching rather than dyslexia. In chapter 9 children's reading problems are reviewed in relation to consonant crowding, contour crowding, and a hierarchic presentation for learning words. Included in chapter 10 are discussions on the braindamaged child, bilingualism, and the lefthanded child's problems, which may be compounded by teacher ignorance of dominant handedness. Left and wright in Western art, Chinese script, lefthanded artists and warriors, and natural selection and the left hand are examined in chapter 11. (Appendixes contain discussions on reasons for right and left handedness (crossing of optic and motor nerves), ocular asymmetry, and ocular dominance.) (MC)

ABSTRACT 648

EC 06 0648 ED N.A.
Publ. Date
Blumenfeld, Samuel L.
The New Illiterates - And How You Can Keep Your Child from Becoming One.
EDRS not available
Arlington House, Inc., 81 Centre Avenue, New Rochelle, New York 10801 ($9.95).

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; early childhood; childhood; basic reading; sight vocabulary; phonics; teaching methods; historical reviews

The intention of the book is said to be exposure to the American public of the extent of the reading problem caused by the educational malpractice fostered by the sight-vocabulary method of teaching beginning reading. The author claims to have discovered that the sight-vocabulary method had its origins in a method used in the early nineteenth century to teach the deaf how to read. The controversy initiated by Rudolf Flesch over sight-reading versus phonics is reported to still be active though individuals such as Jeanne Chall and linguists are credited with effecting changes in teaching methods. Functional literacy is thought to have far reaching social effects. Reviewed is the initial instruction of the first 17 words in the Dick and Jane reading program to illustrate the inefficient methodology involved. Also critiqued is the reading instruction at the later first grade, second grade, and third grade levels. Higher levels are seen to emphasize word attack skills by requiring memorization of a large number of rules. The etiology of dyslexia is thought to be related to poor instruction, using the whole word method. Traced is the history of the sight-word establishment from the ideas of T. Gallaudet who worked with deaf children to Horace Mann's interest in phrenology, and the influence of E. Huey, and A. Gates. Reviewed are the views of more recent figures such as Rudolph Flesch and Jeanne Chall. The present situation is seen to be a chaotic combination of sight and phonic methods, and parents are encouraged to teach their own children reading skills. Provided is a 101 lesson primer for parents to use with their preschool children. Also provided are a glossary of terms and evaluations of 22 reading textbook series. (DB)

ABSTRACT 844

EC 06 0844 ED N.A.
Publ. Date F 73 3p.
Goffman, Gertrude
Early Reading Failure Can Be Prevented.
EDRS not available
Changing Education; V5 N3 P38-40 F 1973

Descriptors: exceptional child education; learning disabilities; reading difficulty; dyslexia; remedial reading; teaching methods

Described by a reading specialist are types of elementary aged children with reading problems, and offered are suggestions for the prevention of early reading failure. Immaturity, neurological dysfunction, perceptual difficulties, and true dyslexia are seen to underly many reading difficulties. Skillful teaching is recommended including freeing the child from tension and pressures, using a phonics approach initially, using games and group activities to reinforce learning, and allowing children to express fears and aggressions. (DB)

ABSTRACT 1105

EC 06 1105 ED N.A.
Publ. Date F 73 8p.
Jani, Subhash N.
Dyslexia -- A Summary of Representative Views.
EDRS not available
Journal of the Association for the Study of Perception; V8 N2 P30-7 F 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; childhood; classification; incidence; definitions; etiology

Outlined in relation to dyslexia are terminologies, classification schemes, and incidence rates among children specified by researchers or professional organizations from 1877 through 1972. Among terminologies included are definitions of dyslexia and specific developmental dyslexia provided by the World Federation of Neurology in 1968. Diagramed is a hierarchical classification of causes and types of dyslexia (all language and reading disabilities) devised by A. Bannatyne in 1971. Noted among incidence rates is the figure of 10% dyslexic (2 to 3% designated for core children). (MC)

ABSTRACT 1137

EC 06 1137 ED N.A.
Publ. Date Feb 74 7p.
Vogel, Susan A.
Syntactic Abilities in Normal and Dyslexic Children.
Journal of Learning Disabilities; V7 N2 P103-9 Feb 1974

Descriptors: exceptional child research; dyslexia; sentence structure; speech skills; learning disabilities; primary grades; communication skills; identification

Syntactic abilities in oral language of 20 normal and 20 dyslexic second graders were assessed. Group membership was determined on the basis of performance on two silent reading comprehension

tests. Nine measures were used to assess syntactic abilities; none required reading or writing. The dyslectics were found to be different from the normal children at a high level of significance on seven of the nine measures, all favoring the normals. The dyslexic children were significantly deficient in oral syntax. The findings indicated the importance of assessing oral syntax in the evaluation and diagnosis of children with reading difficulties. (Author)

ABSTRACT 1182

EC 06 1182 ED N.A.
Publ. Date Feb 74 3p.
Flax, Nathan
The Eye and Learning Disabilities.
EDRS not available
Journal of School Health; V44 N2 P83-5 Feb 1974

Descriptors: exceptional child services; learning disabilities; dyslexia; childhood; visual perception; perceptual development; professional associations; medical association; ophtalmology; optometrist; research reviews (publications)

Analyzed critically are source materials used by three medical associations to support a joint organizational statement concerning treatment of dyslexia and related learning disabilities in children. It is maintained that the statement, prepared by a committee of the American Academy of Pediatrics, the American Academy of Ophthalmology and Otolaryngology, and the American association of Ophthalmology, makes serious allegations directed toward the profession of optometry although optometry is not categorically named. The charge is said to be based on the fact that optometry is the only professional discipline specifically licensed in all states to offer a visual training therapy for learning disabled and dyslexic children. Included among criticisms is the citing of five articles used to discredit visual training for learning disabilities, although the articles focus on neurological organization. It is concluded that inflammatory phrases in the statement were supported by unscholarly and unscientific methods and that better accountability should be expected from the three organizations. For related information see EC 043 2030 and EC 051 786. (MC)

ABSTRACT 1429

EC 06 1429 ED N.A.
Publ. Date Fal 73 23p.
White, Carol S.; Lintz, Elizabeth
Dyslexia: Is the Term of Value?
EDRS not available
Acta Symbolica; V4 N2 P6-28 Fal 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; classification; clinical diagnosis; remedical instruction; etiology; neurology; research reviews (publications)

The present status of the term "dyslexia" is reviewed to assess its value as a diagnostic category for individuals with specific types of reading disabilities. Two level evaluation of the term is seen to yield the following conclusions: that for remediation the label serves little purpose due to the teacher's greater interest in a child's specific behaviors for development of a remedial strategy than in cause of behaviors; and that the diagnosis of 'dyslexia' is valuable for research efforts to either improve prognosis or eliminate the sandrome. Discussed are the following five orientation that have evolved from research into the etiology of dyslesia: lack of educational opportunity, emotional or behavioral problems, neurological trauma, minimal brain dysfunction, and inherited neurological deficits. (MC)

ABSTRACT 1600

EC 06 1600 ED N.A.
Publ. Date Sum 73 6p.
Rosenthal, Joseph H.
Recent Advances in the Neurophysiology of Some Specific Cognitive Functions.
Academic Therapy; V8 N4 P423-8 Sum 1973

Descriptors: exceptional child research; dyslexia; lateral dominance; etiology; neurology; learning disabilities; research needs; electroencephalography

Reviewed is research in the neurophysiology of cognitive functions as it relates to dyslexia. Noted are specific disabilities experienced by patients with brain trauma or stroke. Research is said to suggest that the two major types of dyslexia (dysphonetic or dyseidetic) may be related to the existence of right or left sided brain lesions and that dyslexia has genetic aspects. The author suggests examining the electroencephalographic recordings of both types of dyslexic children for alpha rhythms to determine the predominant side of the brain used in reading. (DB)

ABSTRACT 1801

EC 06 1801 ED N.A.
Publ. Date Spr 74 16p.
Lovitt, Thomas C.; Hurlburt, Mary
Using Behavior-Analysis Techniques to Assess the Relationship Between Phonics Instruction and Oral Reading.
Journal of Special Education; V8 N1 P57-72 Spr 1974

Descriptors: exceptional child research; dyslexia; phonics; training techniques; learning disabilities; childhood; behavior change; task performance; oral reading

Two experiments with one 10-year-old and four 9-year-old dyslexic boys were conducted that dealt with phonics skills and the relationship of phonics behaviors to oral reading. The first experiment investigated the effects of a phonics-training technique (B Slingerland) on the acquisition of five phonics behaviors and the improvement of oral reading. The phonics training assisted the pupils' performance on medial vowels, consonant blends, sound blending, translocation of letters, and digraphs-diphthongs. Results indicated that phonics training assisted performance of the pupil in all five areas. In addition, although the training dealt with phonics skills and not reading, oral reading improved, presumably as a function of the phonics training. The second experiment assessed the effects of two methods of phonics skills and oral reading. The performances of the four pupils were assessed in the phonics areas of initial-consonant and medial-vowel discrimination. Meanwhile, the oral-reading performance of two boys was measured. The results indicated that both phonics techniques improved the phonics skills and oral-reading rates of the pupils. (Author/MC)

ABSTRACT 1831

EC 06 1831 ED N.A.
Publ. Date 72 108p.
Arena, John I., Ed.
Building Number Skills in Dyslexic Children.
Academic Therapy Publications; 1539 Fourth Street, San Rafael, California 94901 ($3.75).

Descriptors: exceptional child education; learning disabilities; dyslexia; mathematics; number concepts; teaching methods; class activities; individual activities

Presented are 18 readings on the teaching of number concepts to dyslexic children. Considered are the following topics: an empirical approach at the secondary level, organizing for mathematics instruction of learning disabled children, the use of informal methods to teach mathematics to the learning disabled, using the fingers to compute multiplication tables, teaching arithmetic by developing related areas, reversals in arithmetic, planning individualized instruction for educationally handicapped children, a multiplication checklist, the use of deductive reasoning in counting money, the ratio road to algebra, cuisenaire aids and bases other than ten, calendar work, the development of arithmetical awareness, a prescriptive teaching guide, an auditory approach to learning number facts, sequentiality as a skill prerequisite to number concepts, mathematical readiness, and silent teaching as motivation in elementary school mathematics. (DB)

ABSTRACT 2001

EC 06 2001 ED N.A.
Publ. Date 66 280p.
Orton, Samuel Torrey
Word Blindness in School Children and Other Papers on Strephosymbolia Specific Language Disability--Dyslexia 1925-1946, Vol. 2.
Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($3.50).

Descriptors: exceptional child research; learning disabilities; language handicapped; learning difficulties; neurologically handicapped; dyslexia; reading difficulty; research reviews (publications); psychiatry; reading diagnosis; physiology; neurology; theories; stuttering; sight vocabulary; family influence; language development; spelling; writing skills; visual perception

The book contains 19 papers which were presented by Samuel Torrey Orton between 1925 and 1946. It is noted in the preface that although the papers are offered chronologically they are intended to be used individually, and that the pa-

pers on spelling and writing are available in reprint form due to the large demand. Given in the introductory section are a biographical sketch of the author by J. Orton, excerpts from a medical tribute by J. Dorsey, and an address on the philosophy of psychiatry by the author. The following are subjects of the papers: word-blindness in school children, methods for diagnosis and treatment of reading disability cases, specific reading disability (strephosymbolia), neurological studies of educational deviates from Iowa schools, a physiological theory of reading disability and stuttering in children, a neurological explanation of reading disability, the 'sight reading' method of teaching reading as a source of reading disability, the neurologic basis of elementary education, the relation of special educational disabilities to feeble-mindedness, studies of action currents in stuttering, familial occurrence of disorders in acquisition of language, studies on language function, special disability in spelling, special disability in writing (co-authored with A. Gillingham), development of speech understanding in relation to intelligence, a neurological explanation of the reading disability, visual functions in strephosymbolia, disorders in the language development of children, and further studies on reading disability. (MC)

ABSTRACT 2002

EC 06 2002 ED N.A.
Publ. Date 65 75p.
Karnes, Lucia Rooney, Ed.
Dyslexia in Special Education--Vol. 1.
Orton Society, Inc., 8415 Bellona Lane, Towson, Maryland 21204 ($2.50).

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; neurologically handicapped; conference reports; identification; prevention; public schools; teaching methods; remedial instruction; physicians; psychology

Presented are six papers on specific language disability (LD) given at the 42nd annual convention of the Council for Exceptional Children in 1964. It is noted in the forward that educators must develop better identification, remediation, and imolementation modes to help LD children; and that the papers are intended to improve communication among different professions. J. Orton and L. Karnes discuss the history of specific dyslexia in relation to special education. R. Saunders views dyslexia as more than reading retardation. Described by B. Childs are results of a phonics method for teaching the dyslexic child. A public school program of prevention for young children with specific language disability is focused on by B. Slingerland. Explained by K. de Hirsch is the speech pathologist's approach to early identification of language disabilities. Retraining of older students is the subject of a paper by R. Buchan. R. Clemmens gives a pediatric viewpoint on obscure causes of school failure. Neurological and psychological aspects of reading disabilities are addressed by H. Goldberg. (MC)

ABSTRACT 2010

EC 06 2010 ED N.A.
Publ. Date 73 8p.
Critchley, MacDonald
Some Problems of the Ex-Dyslexic.
Bulletin of the Orton Society; V23 P7-14 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; adolescents; young adults; linguistics; reading ability; writing skills

Identified are common linguistic problems of the ex-dyslexic adolescent or adult who has apparently successfully overcome his earlier disability. Noted is the favorable prognosis for children with developmental dyslexia if favorable circumstances such as early identification and good intellectual capacity exist. Continuing problems of the ex-dyslexic include a reluctance to read, slow reading, an inability to glean information from printed matter, a reluctance to write, inaccurate spelling, slow writing, a reduction in the number and variety of words used in writing, large usage of the first person pronouns, and limited usage of punctuation marks. (DB)

ABSTRACT 2011

EC 06 2011 ED N.A.
Publ. Date 73 13p.
Bakker, Dirk J.
Hemispheric Specialization and Stages in the Learning-to-Read Process.
Bulletin of the Orton Society; V23 P15-27 1973

Descriptors: exceptional child research; learning disabilities; dyslexia; lateral dominance; basic reading; sequential learning; performance factors

Reviewed is the theory and research concerning hemispheric specialization and the learning-to-read process, and reported are results of a series of four experiments with a total of 250 normal or dyslexic children to determine the relationship between cerebral dominance and the learning-to-read stage. Pointed out are difficulties in determining cerebral dominance, and noted is the usefulness of dichotic listening tests which compare the amount of information perceived through the right and left ears. In the studies reported, the degree of ear dominance was related to the Ss' reading ability. Results indicated that in normal young children good reading was accompanied by little or no dominance, while good reading was associated with an increasing degree of dominance as the learning-to-read process advanced. The study of dyslexic boys from 9 to 13 years of age also found little or no dominance among the relatively better 9- and 10-year-old readers and pronounced dominance by the better readers in the 11-13 year age group. (DB)

ABSTRACT 2019

EC 06 2019 ED N.A.
Publ. Date 73 13p.
Boder, Elena
Developmental Dyslexia--Prevailing Diagnostic Concepts and a New Diagnostic Approach.
Bulletin of the Orton Society; V23 P106-18 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; diagnostic teaching; medical evaluation; reading ability; spelling; evaluation; phonetics

Critiqued are prevailing diagnostic concepts of developmental dyslexia, and described are three subtypes of dyslexia differing in prognostic and therapeutic implications. Described are present diagnostic approaches such as diagnosis by exclusion (used by physicians), indirect diagnosis through neurological concomitants (emphasized by pediatric neurologists), indirect diagnosis through psychometric concomitants (used by clinical and educational psychologists), and direct diagnosis through analysis of reading and spelling performance (used by reading specialists). The author recommends evaluation of the child's reading-spelling pattern which is likely to be either dysphonetic (revealing a primary deficit in letter sound integration), dyseidetic (primary deficit in the ability to perceive whole words as gestalts), or mixed (both dysphonetic and dyseidetic). Stressed is the importance of analyzing reading and spelling jointly as interdependent functions. (DB)

ABSTRACT 2020

EC 06 2020 ED N.A.
Publ. Date 73 21p.
Ansara, Alice
The Language Therapist as a Basic Mathematics Tutor for Adolescents.
Bulletin of the Orton Society; V23 P119-39 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; adolescents; remedial instruction; language instruction; mathematics; teaching methods; case studies (education)

Discussed are remedial methods appropriate for use by a language therapist providing basic mathematics tutoring for dyslexic adolescents. It is noted that poor mathematics achievement is common among dyslexics because of the underlying problem in symbolization. Indicated are assumptions of the language therapy approach such as the need for teaching to provide experiences that clarify the learning task to the student. Stressed is the need to avoid repeating the kind of teaching that has proven unproductive in the past. Practical suggestions include providing the student with a multiplication reference chart, structuring activities to allow progression from the manipulative to the symbolic level, and early introduction of literal numbers (to focus on laws and relationships). Provided are two cases of adolescent boys who were successfully prepared for high school mathematics despite entrance achievement at the elementary grade level. (DB).

ABSTRACT 2021

EC 06 2021 ED N.A.
Publ. Date 73 6p.
Rawson, Margaret B.
Semantics--Diagnostic Categories: Their Use and Misuse.

Bulletin of the Orton Society; V23 P140-5 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; classification; identification; Labeling

Many professionals believe that the use of semantic labels such as 'dyslexia' should be stopped in the interests of avoiding categorizing the child. However, such terms can be useful when applied with understanding and with emphasis on categorizing the problem to aid in its remediation. (DB)

ABSTRACT 2022

EC 06 2022 ED N.A.
Publ. Date 73 14p.
Kline, Carl L.; Kline, Carolyn Lacy
Severe Reading Disabilities: The Family's Dilemmas.
Bulletin of the Orton Society; V23 P146-59 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; family problems; family role; emotional problems; success factors

Discussed are psychodynamic aspects of the reading disabled or dyslexic child and his family. Considered are learning disabilities as threats to family homeostasis, reading difficulties which are secondary to the emotional disturbance caused by family conflicts, and emotional problems resulting from the presence of reading difficulties. Identified are new trends such as early identification of the learning disabled, problems in the relationship of parents and schools, and the continuing presence in the classroom of cruelty toward the learning disabled child. Noted is the good prognosis if correct diagnosis is followed by a good remedial program and a close relationship between the family and the therapeutic tutor. (DB)

ABSTRACT 2024

EC 06 2024 ED N.A.
Publ. Date 73 4p.
Rawson, Margaret B.
Jeff--A Case Study.
Bulletin of the Orton Society: V23 P182-5 1973

Descriptors: exceptional child education; learning disabilities; dyslexia; tutoring; remedial instruction; case studies (education); success factors; Orton Gillingham Method

Presented is a case study of Jeff, a hyperactive preschool child and later a school age dyslexic, with whom 6 years of tutoring using the methods of S. Orton and A. Gillingham resulted in outstanding academic success. Noted are recognition of the boy's problem by his dying father when the boy was only 2-years-old, tutoring begun at 9 years of age, average grades through high school, Dean's List performance by his Senior year of college, and the top grades in his Master's degree candidate class. (DB)

ABSTRACT 2368

EC 06 2368 ED N.A.
Publ. Date 74 175p.
Williams, Moyra
Brain Damage and the Mind.
Jason Aronson, Book Publishers, 59 Fourth Avenue, New York, New York 10003 ($7.95).

Descriptors: exceptional child research; learning disabilities; neurologically handicapped; research reviews (publications); experimental psychology; memory; perception; motor reactions; verbal ability; personality; intelligence level

Clinical observations and experimental investigations on the relationship between certain functional disturbances and cerebral damage are reported. Functional disorders are grouped under the following categories: consciousness and mood (consciousness and wakefulness and disorders of mood); disorders of memory (anterograde and retrograde amnesia); disorders of perception (visual agnosia, disorders of body image, and defects of auditory perception); disorders of motor skill and verbal expression (apraxia, disorders of verbal expression, and dyslexia and dysgraphia), and disorders of general intelligence and personality. For each category, the author describes clinical observations as well as experimental investigations that have been based on them, and discusses the cerebral areas involved in the disturbances. (GW)

ABSTRACT 2372

EC 06 2372 ED N.A.
Publ. Date 72 165p.
Naidoo, Sandhya
Specific Dyslexia: The Research Report of the Invalid Children's Aid Association Word Blind Centre for Dyslexic Children.
Halsted Press, Division of John Wiley and Son, Inc., 605 Third Avenue, New York, New York 10016.

Descriptors: exceptional child research; learning disabilities; dyslexia; reading difficulty; childhood; males; reading; spelling; statistical data; behavior patterns; genetics; psychological tests; neurology; medical case histories

Described is a study on specific developmental dyslexia performed at the Word Blind Centre for Dyslexic Children which was established in conjunction with the Invalid Children's Aid Association in England. Case studies of five children at the Center are presented together with a review of the terminology, early history and current concepts of the field readers with an instrument for self-evaluation. (GW)

ABSTRACT 2425

EC 06 2425 ED N.A.
Publ. Date 74 239p.
Stevenson, Nancy.
The Natural Way to Reading. A How-To Method For Parents of Slow Learners, Dyslexic, and Learning Disabled Children.
Little, Brown, and Company, 34 Beacon Street, Boston, Massachusetts 02106 ($8.95).

Descriptors: exceptional child education; learning disabilities; dyslexia; slow learners; reading difficulty; reading; teaching guides; phonics; parent education; guidelines; lesson plans; Integral Phonics Reading Program

The Integral Phonics Reading Program (IPRP) for beginning readers, disabled readers, or slow learners, children or adults, is presented for use by parents. The IPRP teachers reading within the neurological limitations of the child's developmental age. Long vowels are taught first. After presenting answers to introductory questions about reading problems, reading instruction, and the IPRP, the guide details 78 lessons to be taught 30 minutes a day in a five day week for one school year. Spelling and writing lessons are included along with practice reading meterial in story form. (MYS)

ABSTRACT 2623

EC 06 2623 ED N.A.
Publ. Date Sep 74 3p.
Freshour, Frank W.
Dyslexia: A Sure Cure.
Elementary English; V51 N6 P864-5, 893 Sep 1974

Descriptors: exceptional child education; learning disabilities; dyslexia; reading difficulty; remedial reading; teaching methods; educational diagnosis; individualized instruction

The author advocates discontinuing use of the term 'dyslexia' because there is so much confusion among experts as to causation, definition, terminology, characteristics and treatment. Instead he suggests that, when severe reading difficulties exist, specialists should determine the child's specific strengths and weaknesses and then use an interdisciplinary approach to plan a highly individualized remedial program based on physical, social and emotional needs; particular reading deficits; and preferred learning modalities. (LH)

ABSTRACT 2643

EC 06 2643 ED N.A.
Publ. Date Aug/Sep 74 8p.
Satz, Paul; Friel, Janette
Some Predictive Antecedents of Specific Reading Disability: A Preliminary Two-Year Follow-Up.
Journal of Learning Disabilities; V7 N7 P437-44 Aug/Sep 1974

Descriptors: exceptional child research; learning disabilities; dyslexia; reading difficulty; predictive measurement; kindergarten children; skill development; followup studies; child development; psychological evaluation; Developmental Disabilities

The follow-up phase of a longitudinal study was designed to identify the precursors of developmental dyslexia in 497 kindergarten children (4 to 6 years old). Ss were given a developmental and neuropsychological test battery in 1970. An evaluation of the predictive accuracy of the 1970 tests to the criterion of reading levels at the end of the first grade in 1972 was conducted. Data showed that the reading achievement level of children at the end of first grade can be predicted validly from an assessment of their developmental and neuropsychological performance at the beginning of kindergarten. (Author/BA)

ABSTRACT 2948

EC 06 2948 ED N.A.
Publ. Date Oct 74 5p.
Graff, Mary and Others
The Physician and Reading Problems.
American Journal of Diseases of Children; V128 N4 P516-20 Oct 74

Descriptors: exceptional child education; learning disabilities; dyslexia; medical evaluation; reading diagnosis; remedial reading; physicians; parents; role perception; literature reviews

The literature review, which is intended to acquaint the practicing physician with current concepts of dyslexia, indicates that the manifestations and cause of this disorder remain ambiguous and that the dyslexic child may never become completely free of reading difficulty. Appropriate procedures which allow the child to acquire basic reading skills are discussed, and it is suggested that attention to emotional components of the problem is a necessary adjunct to remedial tuition. The physician is depicted as one who can play an important role as a member of an interdisciplinary group in identifying dyslexic children and in making recommendations to the schools. The authors also suggest that physicians can serve as counselors to the dyslexic child and his family, informing them of the nature of the disorder, advising them of appropriate management, and offering them his support. (Author/LH)

ABSTRACT 2990

EC 06 2990 ED N.A.
Publ. Date 74 11p.
Sladen, Brenda K.
The Evolution of Human Capacity for Language.
Bulletin of the Orton Society; V24 P35-47 74

Descriptors: exceptional child education; learning disabled; language disabilities; dyslexia; genetics; anthropology; evolution; etiology; lateral dominance; language development

Specific dyslexia is discussed as part of a set of genetically-influenced human variations in which the different forms have their own differing advantages. The evolution of the capacity for language is examined in relation to how speech differs from sound communication in other primates, vocal apparatus, the high speed of communication in language, cortical control of language, the lengthening of childhood in humans, and lateral dominance. It is suggested that evolution has involved adjustments for high speed language as well as retention of skills that operate best with bilateral brain controls; and that the evolutionary solution is a genetically-based polymorphism in which parts of populations are best organized for language and in which other parts of populations sacrificed the lateral dominance important to linguistic functioning for better performance of other skills. (GW)

ABSTRACT 2998

EC 06 2998 ED N.A.
Publ. Date 74 10p.
Gow, David W.
Dyslexic Adolescent Boys: Classroom Remediation Is Not Enough.
Bulletin of the Orton Society; V24 P154-63 74

Descriptors: exceptional child education; learning disabilities; dyslexia; adolescents; males; remedial programs; academic achievement; interpersonal competence; social development; emotional development; athletics; physical activities; guidelines; educational needs

An analysis of the psychological, academic and social characteristics of dyslexic adolescent boys is thought to demonstrate the need for remedial programs which include academic, physical and social components. It is suggested that a structured school environment is essential and that instruction in Latin is an excellent tool for instilling intellectual discipline through a highly phonetic language. Athletics, sports and games are recommended as improving muscular coordination, as therapy for academic frustration, and as an area of potential positive feedback necessary for improved self image. A weekly session on interpersonal relations at the author's school is cited to illustrate the importance of opportunities for building self confidence, for learning rules of conduct, and for participating in cooperative problem solving sessions. (GW)

ABSTRACT 229

EC 07 0229 ED N.A.
Publ. Date Oct 74 5p.
Lane, Alaine
Severe Reading Disability and the Initial Teaching Alphabet.
Journal of Learning Disabilities; V7 N8 P479-83 Oct 1974

Descriptors: dyslexia; reading difficulty; initial teaching alphabet; remedial reading; program evaluation; exceptional child research; learning disabilities; intermediate grades;

A pilot study investigated whether the Initial Teaching Alphabet (I.T.A.) could serve as a remediation tool to significantly improve the reading achievement level of 14 sixth grade children with a severe reading disability (achievement below second grade level). A prescribed training program with the I.T.A. was followed for 100 school days. The Gray Oral Reading Test was administered before and after the training program. Reading levels were found to be significantly improved. (Author/DB)

ABSTRACT 944

EC 07 0944 ED N.A.
Publ. Date Dec 74 3p.
Schweizer, Ilva T.
Orton Revisited.
Reading Teacher; V28 N3 P295-7 Dec74

Descriptors: exceptional child education; learning disabilities; dyslexia; reading diagnosis; neurological defects; remedial instruction; educational methods; reading materials; Orton Gillingham Method;

Although techniques developed by S. Orton, A. Gillingham, and B. Stillman to remediate dyslexia are finding renewed favor among reading specialists, not all educators agree upon their efficacy. Orton's approach included diagnosis encompassing consideration of neurological factors as well as sequential remediation in reading, spelling, and handwriting. Gillingham and Stillman advocated daily use of materials such as phonics drill cards and phonetically graded stories. (LH)

ABSTRACT 2915

EC 07 2915 ED N. A.
Publ. Date May 75 5p.
McCoy, Lois E.
Braille: A Language for Severe Dyslexics.
Journal of Learning Disabilities ; V8 N5 P288-92

Descriptors: dyslexia; braille; reading; teaching methods; case studies; exceptional child education; learning disabilities;

Braille should be considered as an alternative language for the severely learning disabled student, since it is a ready made language which uses a completely different pathway than that of auditory/visual input. The apparent success of this technique with a 15 year old girl who could neither read nor write seems to justify consideration of this radical approach as a method of teaching communication to the severe dyslexic. Instruction in braille began for this girl in September 1973 and within four months she had exceeded her highest previous reading achievement. In June 1974 she began fourth grade studies in braille, using her newly found skills, Talking Books, and tape recorded information on which accompanied the braille program. (Author/DB)

ABSTRACT 2991

EC 07 2991 ED N. A.
Publ. Date May/Ju75 3p.
Jack, W. H.; Herbert, Barbara Hatch
Delayed Auditory Feedback with Dyslexics.
Journal of Educational Research ; V68 N9 P338-40

Descriptors: exceptional child research; learning disabilities; dyslexia; undergraduate study; performance factors; feedback; aural stimuli;

Evaluated was the response to delayed auditory feedback of 5 dyslexic and 10 normal-reading college students. Results of the Minnesota Test for Differential Diagnosis of Aphasia did not support the hypothesis that dyslexic Ss would be less affected by delayed auditory feedback than normal Ss. (CL)

ABSTRACT 3135

EC 07 3135 ED N. A.
Publ. Date Aug 73 12p.
Rees, Norma S.
Auditory Processing Factors in Language Disorders: The View From Procrustes' Bed.
Journal of Speech and Hearing Disorders; V38 N3 P304-315

Descriptors: learning disabilities; auditory perception; research reviews (publications); exceptional child research;

Reviewed is research which has investigated failure in auditory processing as a cause of language and learning disorders (including defective articulation, aphasia, dyslexia, and specific learning disability) in children and adults. Recent developments in speech perception research (in areas such as the relationship between perception of speech and of nonspeech) are cited, and the failure of existing research to support the role of auditory perceptual factors in language and learning disorders is stressed. The implications for traditional educational, diagnostic, and therapeutic procedures involving basic auditory skills such as speech-sound discrimination are discussed. (Author/LS)

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